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ABSTRACT

The purpose of this study was to evaluate the 1969 summer programs for the District of Columbia Public Schools. These programs were funded from the regular appropriated District of Columbia budget. There were 23 different programs, involving approximately 12,980 students and using 675,000 dollars of appropriated District of Columbia Public School funds. All proposed programs were reviewed by a summer planning committee and assigned different levels of priority. Programs determined to be of first priority were approved for funding. These programs were directed by the following operating departments: Elementary Education, Junior-Senior High School, Vocational Education, Model School Division, Pupil Personnel Services, and Urban Service Corps. In order to carry out the evaluation, data were gathered within the framework of a non-statistical model. This information included: background and demographic data; purpose of program; objectives; description and procedures; results; major strengths; problems encountered; and, recommendations. Virtually all Project Directors reported serious limitations in recruitment of students and staff and problems in over-all program planning and design. The delay in the initial approval of the programs was a result of the time at which the funds became available. Every effort should be made to move the funding date to a point earlier in the school year. (Author/JM)

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AN EVALUATION OF SUMMER ENRICHMENT PROGRAMS OF THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA SUMMER 1969

Final Report

SUMMER PROGRAMS COORDINATED BY DEPARTMENT OF SUMMER SCHOOL AND CONTINUING EDUCATION AND URBAN SERVICE CORPS

An Evaluation Prepared by
The Department of Research and Evaluation
Division of Planning, Research and Evaluation

UD011696

November 1969

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AN EVALUATION OF SUMMER ENRICHMENT PROGRAMS OF THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA SUMMER 1969

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PREFACE

The purpose of this study was to evaluate the 1969 summer programs for the District of Columbia Public Schools. These programs were funded from the regular appropriated District of Columbia budget. There were 23 different programs, ranging from primary summer school to college preparatory programs, involving approximately 12,980 students and using $675,000 of appropriated District of Columbia Public School funds.

These summer enrichment programs of the District of Columbia Public Schools were coordinated by Mrs. Marguerite Seldon, Assistant Superintendent for Summer School and Continuing Education, and the Urban Service Corps. All proposed programs were submitted to her office and were reviewed by a summer planning committee. As a result of this procedure, levels of priorities for programs were established. Programs determined to be of first priority were approved for funding. These programs were directed by the following operating departments: Elementary Education, Junior-Senior High School, Vocational Education, Model School Division, Pupil Personnel Services and Urban Service Corps.

This report represents a continuation of the efforts made by the Department of Research and Evaluation, Division of Planning, Research and Evaluation to describe and evaluate the District of Columbia Summer Programs beginning in the summer of 1966. The primary objective of the studies was to gather descriptive information regarding salient aspects of each project.

In order to carry out the 1969 evaluation, data were gathered within the framework of a non-statistical model. This information included: (A) Background and Demographic Data (B) Purpose of Program (C) Objectives (D) Description and Procedures (E) Results (F) Major Strengths (G) Problems Encountered and (H) Recommendations.

PROCEDURES AND OVERVIEW

Procedures

As a result of the lateness of the funding date for the projects (May 1969) and the limitation of available funds, it was not initially possible to develop and implement an overall evaluation design. Such a design is critical when one wishes to gather specific information regarding how individual students were directly affected by their participation in a given program. Such items as individual pupil gain-scores on tests of achievement and changes in attitude or behavior could not be included. Therefore in July 1969, a plan for "Descriptive Evaluations" was designed under the auspices of the Department of Research and Evaluation which employed the following procedures:

1. Descriptive information about each project was collected, primarily from the Project Director or his designee, in interviews. Additional information was gathered from the initial project proposals and other available sources wherever possible.

2. A format was designed in which the interviews were framed and within which all reports were written. This was done in order to avoid undue variability, frequently characteristic of unstructured interview techniques, and to identify and gather vitally needed information common to all the projects. The format also permitted the inclusion of pertinent atypical information. Each interview took approximately one to three hours with follow-up telephone calls and additional interviews as needed.

3. The reports from the interviews were then studied, analysed and interpretated.

Each project is described within the framework of one of the three following categories of summer programs funded by the District of Columbia Public Schools.

Part One: Elementary and Secondary School Enrichment Programs

Part Two: Community-Based Educational, Cultural and Recreational Programs

Part Three: Other Elementary and Secondary Education Programs

It is important to note that the descriptive evaluations in this report are based upon the individual representations of the Program Directors or their designees and are not the result of only on-site objective assessments by outside evaluators. Every effort was made, however, to accurately record and reflect the specific percepts and judgements of each Program Director. This is especially important when reviewing all aspects of the individual reports, particularly those sections entitled "Problems Encountered", "Major

Strengths" and "Recommendations". It was concluded at this time that selected projects i.e., Spingarn STAY Summer School (STAY Program to Rehabilitate Dropouts), Webster Girls' School Summer Program and Fryeburg Summer Scholarship for the Handicapped would not be similarly treated because either they are evaluated elsewhere, or there was not sufficient time to gather information due to logistical limitations. Accordingly, these projects are briefly summarized in Chapters Twenty-one, Twenty-two and Twenty-three, in the section "Other Elementary and Secondary Education Programs".

Format for Description of Programs

The twenty-three 1969 summer programs funded by the District of Columbia Public Schools have been described using the following format:

A. Background (student demographic data) -- This section includes the names of the directors; location of project; source of funds; funding dates; number and type of participants; total funded amount; and approximate cost per pupil.

B. Purpose -- This section includes the overall intent and purpose of the project as stated in its proposal.

C. Objectives -- This section includes the general and specific objectives.

D. Description and Procedures -- This section includes the procedures employed and a brief description of what took place.

E. Results -- This section includes the Project Director's estimate of the extent to which the objectives were accomplished.

F. Major Strengths -- This section includes statements by the Project Director regarding features of the program which were considered outstanding.

G. Problems Encountered -- This section includes a list of those aspects of the project which the directors viewed as needing considerable improvement.

H. Recommendations -- All recommendations come from the respective project administrators with additions or revisions by Department of Research and Evaluation staff on the basis of their studied reviews.

Overview

Elementary and Secondary School Enrichment Programs

The overall purpose of the design and support of summer programs for students within an "enrichment" construct was to create and/or expand academic and cultural opportunities for District of Columbia Public School students.

Essentially, there were two basic concepts which provided the foundation for all enrichment programs. First, the programs were not bound by the traditional school setting and were able to identify and exploit unique facilities and human resources in the Washington Metropolitan area. Second, they were intended to be designed within the framework of a hueristic model -- that is, each was sufficiently flexible to adapt to the needs of students who, in many cases, enrolled after the programs had begun.

Roster of 1969 Elementary and Secondary School Enrichment Programs

(Chapter)

1. Primary Summer School
2. Georgetown University College Orientation Program
3. Gonzaga Summer School Higher Achievement Project
4. Pilot Project in Black Studies
5. St. Albans Scholarship International Seminar
6. Summer Art Workshop, Smithsonian Institute
7. Summer Middle School, Trinity College
8. Urban Seminar, The Potomac School for Boys
9. Summer Vocational Orientation Program
10. Urban Journalism Summer Program
11. Urban Studies Program, The Western High School
12. Widening Horizon's Tours for Teens (Summer)
13. Workshop for Careers in the Arts, The George Washington University

Each of the programs is described in the order in which it is listed above.

Community-Based Educational, Cultural and Recreational Programs

The primary purpose of community-based summer programs was twofold. First, each project was to provide specific remedial and enrichment programs, primarily for elementary youngsters, and activities for older youngsters and adults where participation was warranted and facilities and resources permitted.

Second, the projects were to create a series of educational, cultural and recreational centers in local neighborhoods throughout the city, each designed to solicit the active participation and support of interested community members. Indeed, it is the feeling of many that broadly based citizen support is necessary for both the short- and long-term success of a public school system. Further, this support, when it exists, will in large part depend on public awareness of the problems, responsibilities and opportunities facing the public schools. Accordingly, community-based programs constitute one vehicle toward this end.

The underlying concept of all the community-based programs was that local communities have a share in the education of their children and that their constructive participation is a necessary dimension of this process.

Roster of Community-Based Educational, Cultural and Recreational Programs

(Chapter)

14. Bruce Community Summer School Program
15. Harrison Community Summer School Program
16. H. D. Cooke Community Summer School Program
17. Garnet-Patterson Community Summer School Program
18. Maury Community Summer School Program
19. Morgan Community Summer School Program
20. Logan Community Summer School Program

Other Elementary and Secondary Education Programs

The primary purpose of these summer programs was to maintain continued educational opportunities for youngsters with special needs.

The fundamental assumption underlying these programs is that all youngsters, including those with severe social and/or academic problems and those who because of employment are no longer able to attend school during the regular school hours, should be provided with unique opportunities to obtain specialized help and/or to continue their education.

As indicated in the Preface, these programs are only generally described in this report as they are operated with other funding of the school system and are described in greater detail elsewhere.[1] Specifically, these programs are:

(Chapter)

21. Spingarn STAY Summer School (STAY Program to Rehabilitate Dropouts)
22. Webster Girls' School Summer Program
23. Fryeburg Summer Scholarship for the Handicapped

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[1] Neyman, Clinton A., Evaluation of ESEA Title I Programs for the District of Columbia, 1967-68. (Washington, D.C.: Education Research Project, The George Washington University, May 1969). 126 pp.

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CHAPTER 1
PRIMARY SUMMER SCHOOL

A. Background

1. Director(s): Mrs. Mable Brice (on-site director)

2. Location of Project: Twenty-five elementary schools: Benning, Bryan, Bowen, Crummell, Davis, Draper, Drew, Gibbs, Hendley, Langston, Lewis, Logan, Maury, Meyer, McGogney, Miner, Orr, Petworth, Savoy, Shadd, Simmons, Thomas, Van Ness, Watkins, and Wilson.

3. Date Begun: June 30, 1969 Date Completed: August 8, 1969

4. Number and Type of Participants:

1,993 Students
106 Classroom Teachers
24 Head Teachers
208 Aides

5. Cost: $175,000 from District of Columbia Public School Funds.

6. Cost per pupil:[1] Approximately $87.81

B. Purpose

The major purpose of the Primary Summer School was to teach reading skills. Coupled with this was the aim to provide experiences which would motivate children to express their own ideas about the things they know, thereby improving their verbal communications and reading comprehension.

C. Objectives

1. To strengthen communication and reading skills.

2. To motivate students by providing creative challenges.

3. To structure a program around the life experiences of children, their interest in nature, in games, in family and friends, and in the many activities centered around the neighborhood and school.

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[1] In each chapter of this report, the per pupil costs have been calculated on the basis of the funding provided for the program from appropriated special summer program funds in the District of Columbia budget.

D. Description and Procedures

The Primary Summer School was a six-week program designed to strengthen the reading and communication skills of selected kindergarten through third graders. Various teaching innovations and reading programs encouraged students to improve their reading and communication skills.

The regular school principal and teachers recommended students for the program in the Spring of 1969. Applications were sent home with students in April and May. Primary Summer School teachers and aides recruited students from the lists of students suggested by the regular principals and teachers.

The program was staffed mainly by teachers who had worked with the program before the Summer of 1969. All of the aides had worked in the regular school program. The head teachers, teachers, and aides participated in a workshop before the program began.

The following methods and innovations were used in the Primary Summer School Program: individualized reading instruction; use of children's experiences for building vocabulary; writing experience charts and stories rather than using basal readers to teach reading; using field trips in and out of the school area, films, filmstrips, and records; using teacher aides as para-professionals in the classrooms; SRA machines for programmed instruction; small classes (15 to 20 students per class; at least two aides in each classroom to work individually with students); participation in other on-going programs such as Language Arts and Recreation Department, free lunch, swimming, painting in the parks, and singing in the parks. Teachers kept records and made reports regularly of their students' progress in reading.

E. Results

The Director of the program as well as the teachers interviewed felt that the program was successful in meeting its objectives. Teachers noticed an improvement in pupils' interest toward reading and greater communicability as well as actual gains in the quality of both reading and communications. Most teachers felt that this was partly due to the flexibility of the program in which each child was allowed to progress at his own rate and received a great deal of individualized attention. Shy, withdrawn students were encouraged to participate and actually became more verbal and active in the classroom.

The life experiences of the children were an important reading tool. After taking field trips, students were encouraged to write about their experiences and to talk about them with their fellow students. Children wrote about their own families and other subjects familiar to them.

F. Major Strengths

1. The primary program objectives were met. Both reading and communication skills were improved.

2. Field trips and other cultural experiences were used constructively and constituted an important part of the reading program.

3. Teachers felt the relaxed classroom atmosphere coupled with the large variety of available reading resources greatly enhanced the summer program. All of the teachers interviewed would like to see a carryover of these ideas to regular school year programs.

4. Staffing was adequate. There were enough aides to assist in providing the individual attention needed by these students.

5. Parents were generally enthusiastic about this program. Many attended the open houses held by the various schools and participated in the program in other ways.

G. Problems Encountered

1. The Primary Summer School began one week later than regular summer school and ended one week after regular summer school. Most teachers felt this confused students and would like to have the Primary Summer School held during the same time period as the regular summer school.

2. In order to get lunch, most of the children had to walk several blocks to another school. Head teachers and regular teachers felt that this disrupted the program and that it would have been better to have had the lunches delivered to the schools.

3. Although lack of supplies was not a major problem, several teachers mentioned that they began the six-week period with inadequate supplies.

4. Many of the teachers would like to see a greater parent involvement in the program.

5. All of the teachers mentioned the importance of the field trips and would like this part of the program expanded.

6. One head teacher mentioned that she would like to see the same staff assigned to each building every summer because these teachers become familiar with the problems and resources of a particular area. This experience is lost when staff are assigned to another area of the city the following summer.

H. Recommendations

1. The Primary Summer School six-week period should coincide with the regular summer school six-week period.

2. Although there is much evidence of parent involvement, even greater emphasis should be placed on this aspect of the program.

3. The successful aspects of the Primary Summer School should be carried over into the regular school program.

4. If possible, even more field trips should be provided.

5. Lunches should be delivered to the buildings so that the children do not have to walk several blocks to get lunch.

6. This program served most of the reading and communication needs of selected primary school children and should be continued next summer.

CHAPTER 2
GEORGETOWN UNIVERSITY COLLEGE ORIENTATION PROGRAM

A. Background

1. Director(s): Dr. Joseph Pettit, Mr. Michael Bodden

2. Location of Project: Georgetown University

3. Date Begun: June 23, 1969 Date Completed: August 15, 1969

4. Number and Type of Participants:

52 Students
1 Director (Served as counselor for juniors)
1 Senior Counselor (for sophomores)
2 English Instructors (for juniors and one served as counselor)
2 English Instructors (for sophomores)
2 Mathematics Instructors (for juniors)
2 Mathematics Instructors (for sophomores)
2 Chemistry Instructors (for juniors)
2 Chemistry Laboratory Assistants
7 Biology Laboratory Assistants
8 Tutor Counselors
- Salaries of four staff members paid from District of Columbia Public School Funds.

5. Cost: $25,000 from District of Columbia Public School Funds plus additional funds supplied by the University.

6. Cost per pupil: Approximately $481.00 per pupil plus University contribution

B. Purpose

The purpose of the program was twofold. First, to identify students who had the intellectual potential requisite for success in college, but who, for a variety of reasons, had not performed satisfactorily in high school; and second, to expose these students to selected aspects of college life which would contribute to their success after admission.

C. Objectives

1. To provide intellectual and cultural stimulation to students who have college potential.

2. To help students understand that college is within their grasp and that it is a desirable goal.

3. To provide additional skills necessary for college through review of basics and then a follow through of application.

4. To give students confidence that they do have the capacity and can develop the abilities to do college work.

5. To act as a supplement to what the secondary school provides.

6. To help students consider a college choice.

7. To simulate a college environment including social and academic experiences.

D. Description and Procedures

The Georgetown University College Orientation Program was a compensatory education project designed for high school students in the District of Columbia. It provided intensive instructions in English, reading, mathematics, biology, and chemistry. In addition, cultural activities and individual counseling services were available to each student. It can therefore be characterized as a remedial as well as an enrichment program with the primary thrust directed toward increasing the likelihood that these students will be admitted to and succeed in college.

Fifty-two students from the District of Columbia Secondary Schools participated in the program. The students came from the following schools: Anacostia, Cardozo, Dunbar, Eastern, McKinley, and Spingarn. In order to select 52 students, large group meetings were held to which potentially interested students were invited. Many students attended upon the recommendation of their counselors. After hearing the criteria for admission to the summer program at these large meetings, some students eliminated themselves. Others were eliminated by their teachers and counselors. One factor in the elimination was that this program was designed specifically to aid serious college-bound students who could earn greater assurance of being accepted by a college or university. In this program, academic subject matter was dealt with on a large scale. Thus if any teacher, counselor, or the student himself, felt that he was not sincerely committed to pursue an academic course of study, the student was automatically eliminated. The Director later went back to talk individually with 70 students. The program could admit only 29 new students as 23 were returning from the same program held in the summer of 1968. Therefore, the following were used as final criteria for selecting students:

1. Grades
2. Two interviews
3. Recommendation of counselor and teachers
4. Personal information on the application
5. Parental questionnaires

After the students were selected, they were divided into sophomore and junior groups. They were assigned for class sessions, discussions, counseling, and tutorial training. Other criteria used in making final selections were

whether a student would be going into his junior or senior year in September 1969.

E. Results

1. All students received intensive training in English, reading, mathematics, biology, and chemistry.

2. Students experienced cultural activities and counseling services.

3. A large percentage of students enrolled in this program has entered college:

a. Thirty-three of 40 students who completed the program in 1965 enrolled in college.

b. Twenty-eight of the 44 who completed the program in 1966 are now enrolled in college and are doing well.

c. Thirty of 37 students who completed the program in 1967 are enrolled in college.

Number and Percentage of Students Enrolled in Program Who Entered College

Year Enrolled	Number Enrolled	Number Who Entered College	Percent
1965	40	33	82
1966	44	28	63
1967	37	30	81

For the year 1965, 82 percent of the students participating in the program enrolled in college. In 1966, there was a decrease in the number of students enrolling in college to 63 percent. However, in 1967, 81 percent enrolled in college.

4. Twenty-nine members of the 1967 class have reported receiving a total of $32,000 in scholarship aid for that school year.

5. Admission officers in many colleges have assured the Director that participation in the Georgetown program has been highly influential in securing admission and financial aid for these students.

F. Major Strengths

1. Students received eight weeks of intensive training in English, reading, mathematics, biology, and chemistry.

2. Students were given the opportunity to experience a college atmosphere.

3. Students were permitted to borrow money for project-related purposes if the Director felt they were in real need.

4. The students were totally immersed in activities related to college life. Their rigorous daily schedule began at 8:30 a.m. and ended at 4:00 p.m.

5. Individual tutoring and counseling were available to all participants.

6. Students attended plays, concerts and other cultural activities.

7. Students received a dormitory living experience. However, they were permitted to go home on weekends if they chose.

G. Problems Encountered

1. There were chronic student absences and tardiness.

2. On several occasions, students, without notice, did not attend cultural activities such as plays and concerts. Project money was wasted since the Director purchased tickets in groups to receive reduced rates.

3. There seemed to be insufficient stimulation for some, and apathy among a few students was noted.

H. Recommendations

1. The project should be extended to a ten week period.

2. Funds should be allocated in early spring to provide for more planning time.

3. Counseling should be done by professional counselors.

4. The Assistant Director and the Director should be relieved of counseling duties. This could be taken care of within the context of recommendation number three if it were implemented.

5. A formal follow-up of all students by the secondary school should be designed and implemented.

6. Cooperation should be established between the College Orientation Program and an organization that will finance or give financial assistance to students who wish to enroll in college but lack financial means. One such organization is Opportunity Project for Education (Project O.P.E.N.). The purpose of this organization is to provide financial assistance to needy college-bound students.

7. The staff should include more tutors.

CHAPTER 3
GONZAGA SUMMER SCHOOL HIGHER ACHIEVEMENT PROJECT

A. Background

1. Director(s): Mr. William J. Moody, S. J.

2. Location of Project: Gonzaga High School

3. Date Begun: June 23, 1969 Date Completed: August 1, 1969

4. Number and Type of Participants:

52 Students
7 Teachers
1 Administrator
- Salaries of four staff members paid from the District of Columbia Public School Funds

5. Cost: $5,000 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $96

B. Purpose

The purpose of this project was to help students with high academic potential but low achievement develop their maximum level of performance by providing them with remedial instructions as well as enrichment activities.

C. Objectives

1. To help students achieve their potential.

2. To motivate students to study in order to reach their maximum achievement.

3. To provide students with experiences beyond their own neighborhoods through field trips.

4. To keep the student/teacher ratio small in order that students could be given counseling in addition to individualized academic instruction.

5. To stress the importance of academic training.

D. Description and Procedures

The Gonzaga program provided help for high school students with high academic abilities but low achievement results in various subject areas.

Fifty-two junior high students were served by the program. They were selected by the Directors of the following schools: Holy Redeemer, St. Martins, Stuart, Hamilton, Terrell, Langley, and Randall. Students were selected on the following bases:

1. Grade level in reading.

2. Placement in the eight or ninth grade in the Fall of 1969.

3. Student should be from a Title I School.

4. Students who had academic potential but were underachieving.

5. A 150 word composition written by students on why they wanted to attend.

6. Additional information provided by the school counselors.

Selection of students was completed by mid-April 1969, in anticipation of the funding of the program.

In recruiting staff, the Director wrote to friends and persons who had expressed interest in the program. Thus, final selection of staff included one lay person with the remainder being Jesuits. All staff members were experienced teachers who came from the following schools: Boston University, Georgetown Preparatory, Georgetown University, Loyola, McKinley Tech, Notre Dame Academy, and Woodward Preparatory. Aides came from Cardozo, Gonzaga and McNamara High Schools.

The Director used his own judgement in employing the teachers. He knew most of them. Those whom he did not know, he interviewed to evaluate their qualifications. The Director met with his staff to organize classes and develop a curriculum for instructions in the Summer program. Weekly staff meetings were held to discuss and evaluate each student and to plan for the coming week.

E. Results

1. Most students demonstrated a real desire to learn.

2. Students were particularly successful in developing study skills.

3. Students met and learned to know about people from other parts of the city and the nation.

4. As a result of participating in enriched education experiences, students showed gains in cultural expression.

5. Students began to identify with their summer school group rather than with the "gang".

6. Students became aware that learning can take place in a relaxed, unstructured setting.

7. Students were off the street day and evening.

8. Students began to express a high degree of interest in school and community activities.

F. Major Strengths

1. Fifty "inner-city" boys were given academic help.

2. The instructional atmosphere was organized yet free from tension.

3. There was a competent staff.

4. There was a very capable director who related to "inner-city" Black youngsters.

Note: The project had no Black adults for the Black students to identify with. It is felt that it is good for Black students to get to know Whites and Whites to get to know Blacks but that both should be included.

5. A low pupil-teacher ratio was employed.

6. Weekly staff meetings to plan and discuss activities of the students were conducted.

7. Free lunches were provided for all student participants.

8. The program received cooperation from the District of Columbia Recreation Department.

9. Breakfast was provided each morning.

10. Evening activities and programs were provided.

11. Planned Saturday activities were provided.

12. An individual evaluation of pupils was sent to the student's regular school.

G. Problems Encountered

1. There were no Black adult leaders with which Black inner-city students could identify.

2. Time did not permit proper selection of some kinds of materials the Director felt would have been more advantageous to participants.

H. Recommendations

1. Provision should be made for earlier identification and long-range recruitment of students for whom this program is appropriate.

2. Black male teachers should be recruited as staff members. The students in this program are in need of adult male models with whom they can identify.

3. Additional resources should be made available and/or existing resources redistributed to provide additional and more comprehensive field trips to places of interest in the Washington Metropolitan Area. These youngsters need exposure to available cultural and community resources.

4. A more comprehensive system should be established for the systematic collection and use of information regarding each student's performance in the program.

5. Additional resources should be allocated for the rental and/or purchase of additional printed and audio-visual materials for use by these students.

6. The program should be integrated into the regular school program.

CHAPTER 4
PILOT PROJECT IN BLACK STUDIES

A. Background

1. Director(s): Mr. Bernard K. Muganda, Mr. Joseph Penn

2. Location of Project: Spingarn Senior High, Dunbar Senior High, and Anacostia Senior High Schools.

3. Date Begun: June 23, 1969 Date Completed: August 8, 1969

4. Number and Type of Participants:

54 Students
5 Teachers
1 Administrator
- Salaries of five staff members paid from the District of Columbia Public School Funds.

5. Cost: $3,600 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $66.75

B. Purpose

The purpose of this project was to expose each student to an historical examination of the accomplishments of Black people throughout the world and specifically in Africa. Materials consisted of information regarding all areas (including art, music, science, and politics) of Black endeavors and how these relate to the world community.

C. Objectives

1. To determine the degree of student interest in Swahili.

2. To help the Black students become aware of who they are and to instill in them a sense of pride through an examination of contributions made by Black people throughout history.

3. To enlighten Black students regarding the creative and scientific tools that are needed in a productive society.

D. Description and Procedures

The project was designed to provide an in-depth study of the Black Community, by examining the earliest concepts of community living in Black African Culture as well as throughout the world. Students in the project were exposed to the contributions which Black people have made in various fields through history.

The program attempted to motivate students to develop reading and writing skills by relating relevant materials to Black History. Finally, an attempt was made to give students a better understanding of today's world as a result of selected experiences in the program.

The program was initially designed to accommodate approximately 340 students who had indicated their interest in a poll taken early in the school year by staff members of the secondary school department. Based on this number, teachers and other staff were employed. From the beginning of the program there were approximately 75 students enrolled in the three centers. For a variety of reasons, such as job responsibilities, many of the students withdrew, leaving 57 students in the centers. Generally all students who applied were accepted, no other criteria were applied. Academic credits earned in the program were applied to those required for graduation from the regular school program.

The regular summer session did not offer intensive instruction in Swahili. Rather the subject was treated as an introductory course which covered the basic structural patterns of the language and developed the student's ability to converse in Swahili using a limited vocabulary.

Resource people from Howard University visited some of the classes as speakers and discussed the role of the Black man in past and recent history. Students were taken on field trips to selected places, including the embassies of several African countries, Frederick Douglass Institute - the Museum of African Art, and other places of interest dealing with Black history and culture. Student interests were compounded by relating experiences gained from field trips to films, slides and discussions, all dealing with similar topics. Finally, all students had opportunities to relate their experiences through creative expressions, written and oral reports.

The staff included three instructors for Swahili and African History chosen from the advanced graduate student program in African Studies and Research at Howard University. In addition, one senior instructor was employed to work with teachers on the development of materials.

Special consultation services and supervision of the program were provided by two senior linguists of the African Studies and Research program at Howard University. One native African speaker was employed to assist in drill sessions and in recording various materials.

Some of the teachers in the program were regular teachers of history employed by the District of Columbia Public School System. They were selected by normal procedures designed by the Secondary School Office. Teachers at Howard University were selected on the basis of their advanced training in the field of African Studies.

The project staff evaluated students' understanding and interpretation of the language and subject matter content. This was often done through discussion, written reports and creative activities. Evaluation services were rendered by the Department of African Studies and Research Program, Howard University.

E. Results

Many students gained an elementary understanding of Swahili. A general vocabulary was used. The full measure of gains in the languages cannot be fully assessed because it was not possible to offer a full semester course of intensive instruction during the summer program. However, it was indicated that students had gained a limited vocabulary.

The staff reported that, in their judgement, students expanded their understanding of the Black man's role in present and past history and his impact on the social and economic environment of the world. In general, a deeper insight of the Black man's contributions was gained.

The program also attempted to develop positive ideas concerning contributions that contemporary Black people can make to society by stressing the contributions that Blacks have made in the past. Generally, the intent was to improve the self-concepts of students and to develop a sense of pride, which might motivate them to succeed in their own lives.

F. Major Strengths

It was reported that the Black Studies program benefited the students in several ways:

1. It assisted in developing a sense of belonging, as well as a sense of identity.

2. Student interest in related subjects was increased.

3. Students had to read, and express themselves both orally and narratively.

4. Students were exposed to African traditions both past and present.

5. Students were introduced to materials based on relevant facts concerning blacks.

G. Problems Encountered

Time: It was felt that evening classes after 5:00 p.m. should have been held, instead of between 8:30 a.m. and 12:30 p.m. This would have enabled working students to attend.

H. Recommendations

1. The hours of the program should be altered to accomodate those students who, because of employment responsibilities, are unable to attend during the traditional school hours. Specifically, the hours should be changed from 8:30 a.m. - 12:30 p.m. to 5:30 p.m. - 9:00 p.m. or the program should be expanded to include both schedules.

2. Since language instruction in "Swahili" requires intensive training including language laboratories et cetera, to be of value, it should be expanded considerably or eliminated entirely from subsequent summer programs and included in the regular school curriculum.

3. The program should be more widely publicized and the procedures for processing applicants streamlined in order to encourage and permit a greater number of students to attend.

4. "Full credit" toward high school graduation should be awarded to all participants who successfully complete the program.

5. The program should allow for the participation of interested White students. This would expose them to the language, history, art, literature and other aspects of the Black Culture.

6. Black Study courses should be incorporated as a separate subject in the regular school curriculum.

CHAPTER 5
ST. ALBANS SCHOLARSHIP INTERNATIONAL SEMINAR

A. Background

1. Director(s): Mr. John F. McCune

2. Location of Project: St. Albans School, Washington, D. C. 20016

3. Date Begun: June 23, 1969 Date Completed: July 25, 1969

4. Number and Type of Participants:

24 Students
9 Teachers
- Salaries of four staff members paid from the District of Columbia Public School Funds.

5. Cost: $5,100 from the District of Columbia Public School Funds and tuition and boarding payments (approximately $2,800).

6. Cost per pupil: Approximately $212

B. Purpose

The primary purpose of the program was to provide secondary school students with an intellectually stimulating experience in international studies. Its secondary purpose was to bring together as heterogeneous a group of students and schools as possible.

C. Objectives

1. To provide a stimulating program in international studies.

2. To bring together a heterogeneous group of students from various schools.

D. Description and Procedures

The St. Albans International Seminar was a coeducational institute serving secondary school students. It provided an intellectually stimulating program in elementary international studies. Studies in language, historical background, and contemporary problems in Africa, Asia, and the Middle East were offered.

Students made applications and were recommended by guidance counselors and teachers. Sixteen girls and eight boys were selected from the District

of Columbia Public Schools and were financed by scholarships awarded by the District of Columbia Public School system. An additional 11 girls and six boys came from a wide variety of schools: Bethesda-Chevy Chase High School (4); Bryn Mawr College; Holton Arms School; Montgomery Junior College; National Cathedral School (4); Notre Dame Academy; Wakefield High School; Harvard School (North Hollywood, California); Metairie Park County Day School (Metairie, Louisiana); and St. George's School (Newport, Rhode Island). Boys from the latter three schools boarded at St. Albans as well as three other boys, who were connected with St. Albans Summer School and Summer camp. Students were encouraged to choose three courses from the same studies area. Advantage was taken of the Washington, D.C. metropolitan area and speakers from embassies, governmental agencies, the Congress, and museums gave lectures in the international seminar. Field trips were made to embassies, governmental agencies, the Congress, and museums. Staff used in the project were people who had a number of years of teaching experience. The faculty and speakers were men and women with extensive experience in the field of international studies. Swahili was taught by a native speaker using an audio-lingual approach.

E. Results

1. The seminars were a success, academically. Classes were vital and varied. Twenty-four District of Columbia Public School students completed a program of African, Asian or Middle Eastern studies.

2. Both the Washington community and particularly the St. Albans School benefitted in numerous and diverse ways from the International Seminars; e.g., the program provided St. Albans with one of its closest ties to the District of Columbia Public Schools.

F. Major Strengths

1. There was a strong, imaginative faculty.

2. Facilities at St. Albans were conducive to the learning environment.

3. The uniqueness in the location of St. Albans provided the students many opportunities to meet with people who had international experience.

4. The students were highly selective.

G. Problems Encountered

None was indicated by the project staff.

H. Recommendations

1. African Studies in recent years have proven far more attractive than ever before and this appeal has been especially increasing among Black, inner city students. These studies should be expanded.

2. A worthwhile program of this type should include more inner-city Black students with a wider range of intellectual abilities.

CHAPTER 6
SUMMER ART WORKSHOP, SMITHSONIAN INSTITUTE

A. Background

1. Director(s): Mrs. Marie B. Williams

2. Location of Project: Smithsonian Institute

3. Date Begun: June 23, 1969 Date Completed: August 1, 1969

4. Number and Type of Participants:

62 Students (elementary, junior and senior high)
3 Teachers (1 junior high, 1 STAY teacher, 1 elementary teacher)
1 Administrator (Director)
- Salaries of three staff members paid from the District of Columbia Public School Funds.

5. Cost: $5,500 ($3,000 from the District of Columbia Public School Funds and $2,500 from the District of Columbia Commission on Arts)

6. Cost per pupil: Approximately $88.70

B. Purpose

The Summer Art Workshop held at the Smithsonian Institute was a six-week program designed to give talented students special training in the use of art media. It was also designed to provide experiences in viewing the works of outstanding artists of past centuries as well as contemporary ones.

C. Objectives

1. To provide an enrichment activity in art for the District of Columbia Public School students.

2. To give teachers an opportunity to work with talented students using various art media.

3. To give the students an opportunity to do studio work in various media, including: acryllic colors, water colors, magic markers (color) and through use of pen-ink and pencils, print making and sculpturing.

4. To expose students to works of art through field trips to the National Gallery of Art (specifically to observe thirteenth century paintings on wood).

5. To provide walking and bus field trips within and outside the city for sketching and paintings.

6. To provide students with opportunities to view artists at work and to see behind the scenes at the Smithsonian with demonstrations by artists at work there.

7. To observe the development of display cases at the Smithsonian.

8. To give students an opportunity to choose media they wish to work with and at the same time encourage them to experiment with a variety of media.

D. Description and Procedures

Three hundred students made application for the workshop once it had been announced. The announcement was made by circulating a flyer in the public schools of Washington, D. C. Notices were sent to the parents of the 300 applicants. Parents of 84 students returned their applications. Included in this number were elementary pupils who were going to junior high school. The program had space for only 62 people. Thus, senior high students were selected first, then junior high with the remaining space being alloted for interested first year junior high students. Art teachers played a significant part in making recommendations of various students for the summer workshop. The Director stated that this procedure was used because the program was designed primarily for secondary students. Participating students represented several schools throughout the city. Elementary schools included: Beers, Wheatley, Walker-Jones, Lewis, Slowe, Powell, Young, Whittier, Wilson, Plummer, Hayes, Burroughs, Keene, and Woodridge.

Junior high schools included: Banneker, Deal, Woodson, Shaw, Sousa, Francis, Terrell, Paul, Douglas, Evans, Kline, Hart, and Brown.

Senior high schools included: Western, McKinley, Cardozo, and Wilson.

Sixty students were officially registered. Two registered on their own.

The staff included three regular public school teachers plus two consultants who were elementary school art teachers. Each staff member was selected personally by the Director who felt that these teachers were ones who could work well with children in a museum setting. She stated that the teachers had to be "structured" in the sense that they were well organized yet sufficiently flexible to create a free and nonrestrictive atmosphere within which the students could work.

E. Results

1. Students attended the National Gallery of Art.

2. Students worked in a museum setting.

3. Students worked behind the scenes to see what work goes into shaping a display case for a museum.

4. Students took trips in and outside of the city.

5. Students met artists and technicians in the field of art.

6. Students used various media in producing completed pieces of work.

7. Students got some insight for art as a pos ble career.

8. Students completed pieces of art work that they were able to keep or sell.

F. Major Strengths

1. Dedicated teachers helped students learn how to work carefully and cautiously in a museum setting.

2. Museum staff was very cooperative.

3. Teachers, museum staff, and students maintained strong rapport.

4. The Director was sensitive to the physical setting of the program.

5. Students were taught a number of techniques they could use in developing a completed piece of art work.

6. The program was visited by many people including Mayor Walter Washington; Mr. Gerald Bosgarrd, Director of the District of Columbia Fine Arts Commission; Mrs. Anita Allen, member, District of Columbia Board of Education; and Mr. Benjamin Henley, Acting Superintendent, Public Schools of the District of Columbia.

G. Problems Encountered

1. There was a need for additional clerical staff.

2. In several cases students did not wish to share their paintings and sculptures for the exhibit.

H. Recommendations

1. There should be additional clerical staff.

2. The program should be expanded to include more teachers and students.

3. Additional funds are needed for the provision of additional services.

4. Funds should be allocated earlier in the school year to permit more effective program planning.

CHAPTER 7
SUMMER MIDDLE SCHOOL, TRINITY COLLEGE

A. Background

1. Director(s): Dr. Edward Duchorme

2. Location of Project: Trinity College

3. Date Begun: June 30, 1969 Date Completed: August 8, 1969

4. Number and type of Participants:

60 Students
18 Teachers
2 Administrators
5 Resource People
2 Staff Members, Trinity College
- Salaries of four staff members paid from the District of Columbia Public School Funds.

5. Cost: $9,000 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $150

B. Purpose

The purpose of this project was to bring students in grades four through ten together from varying backgrounds and talents and to expose them to concentrated academic activities.

C. Objectives

1. To provide an enriched curriculum in literature, English, history, and mathematics.

2. To structure remedial teaching to meet individual needs of children from diverse backgrounds.

3. To foster programs and activities that would enable pupils to gain a deeper understanding of students from economic and cultural environments other than their own.

D. Description and Procedures

The program was designed to provide concentrated work in literature, English, history, and mathematics in both individual and group situations. Students from varying backgrounds and talents were encouraged to participate. Developing the concept that all cultures have contributed to the growth of our society would be one of the central themes of the summer program.

There were 60 students (grades four through ten) from inner city public schools. Included were 32 girls and 28 boys. In addition, there were students from parochial and suburban school systems. Counselors of the various schools selected the students on the basis of their individual needs and the need for remedial work in basic subjects. The only criteria imposed by Trinity College were (1) that the students be free of severe emotional problems, and (2) that they not be serious discipline problems. Students enrolled in this project were part of the total summer school program. They participated and shared in instruction and other activities designed for the total school; thus they mingled with students from different backgrounds. Student needs were met through innovative curricula approaches and techniques. Teachers were aware of the specific backgrounds of the students in their classes and instructions were based on the individual needs of students.

Instructions were provided by teams of teachers including five from the District of Columbia Public Schools, and one from Fairfax County Public Schools. Approximately 95 percent of the teachers were master degree candidates at the Trinity College. Public school teachers were selected by normal procedures employed by the school system. Master of Arts in Teaching candidates at Trinity were selected on the basis of their personal qualifications and recommendations. All teachers attended in-service training conducted by the college prior to the program. Members of the staff monitored all activities and recommended changes as the program progressed. Staff members also were available as special resource people.

E. Results

1. All students were exposed to numerous academic activities which were related to contributions made by various cultures.

2. Innovative teaching methods were employed.

3. The staff reported that students seemed to develop an appreciation of their culture as well as selected aspects of other cultures. A cultural uplifting was experienced by children from deprived environments.

4. The objectives were accomplished by several means, some of which were team teaching, innovation, co-curricula designs and field trips. Teachers in the program represented different ethnic groups. Students were encouraged to develop projects concerned with various subject areas under the direction of the teachers. Projects were conducted in art, Negro History, space, and music depicting the culture that the child lived in as well as reflecting other cultures. The project provided opportunities for individual work by having the students create their own productions, thus they

were able to relate to the group through art, as well as written and oral expression. Negro and American History exposed students from different cultures and backgrounds to contributions made by various cultures.

F. Major Strengths

The Director of the project was very positive regarding the program. He indicated that the program had met its major objective in the exposure of students from diverse backgrounds to various cultures, and in helping them recognize that all cultures have contributed to man's progress. Specifically, the major strengths were:

1. Instruction was provided by a team teaching approach. Students were introduced to different techniques and teaching methods.

2. Staff members at Trinity College were involved in planning and guiding the project, making recommendations and conducting in-service training as the program progressed.

3. Personnel were highly trained, and all teachers were experienced. A careful selection procedure of all staff was employed.

4. Students were totally immersed in the summer school program.

5. The curriculum was designed specifically for this program and was based on the needs of the students.

6. The total student body was introduced to different cultural values, and the central theme was that all people have made contributions to our society. It was believed that this approach created a sense of pride in many students and perhaps substantially contributed to their self-image.

G. Problems Encountered

The Director indicated that there were few major weaknesses in the program from his point of view. He further indicated that the goals of the program had been met and that the students had greatly enjoyed it. This was evidenced by the very low absentee rate. The only weakness pointed out by the Director was that the program should have had more children from the Black community. Applications and screening procedures should occur earlier to assure more of such participation.

H. Recommendations

1. Because of limited funding, only 60 students were involved. It is recommended that additional students be included. The organization of the program should be modified to include a comprehensive recruitment program for students from the Black community; specifically, this would require streamlining the application submission and screening procedures.

2. Recruitment and screening procedures should begin earlier in order to assure broader student participation.

CHAPTER 8
URBAN SEMINAR, THE POTOMAC SCHOOL FOR BOYS

A. Background

1. Director(s): Mrs. Wenifred M. Hackett

2. Location of Project: The Potomac School for Boys

3. Date Begun: June 23, 1969 Date Completed: August 15, 1969

4. Number and Type of Participants:

10 Students (from District of Columbia Public Schools)
3 Teachers (one part-time and two full-time)
1 Director
1 Assistant Director
1 Consultant
- Salary of three staff members paid from the District of Columbia Public School Funds.

5. Cost: $1,000 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $100

B. Purpose

The purpose of this program was to offer to a group of junior high school students from public and private schools throughout the Metropolitan area a course on "The City" as seen through the eyes of the students.

C. Objectives

1. To help students develop an understanding of a complex urban society.

2. To expose students to a number of cultures that exist within an urban society.

D. Description and Procedures

The program was sponsored in cooperation with the History Department of the District of Columbia Public Schools and the Potomac School of Virginia. The Director of the project believes that cities represent the newest frontier, a challenge to all who live today. The primary theme of

the program was that a city should exist to serve its occupants; the students investigated ways in which our urban environment has or has not met these needs. Using Washington, D. C. as a laboratory, students traced the growth and development of the Nation's Capital from the time of L'Enfant to its present status as one of the fastest growing urban regions in the country, and one of the nation's cities with a Negro majority.

Principles of city planning and urban design were introduced. Students addressed themselves to such modern urban problems as housing, urban renewal, recreation, and education. By studying relevant material, such as newspapers and magazines, students were exposed to both the problems and possibilities of living in cities today. Such an understanding can be the basis for responsible involvement in their future urban existence.

Since the course was experimental both in content and teaching methods, only students interested and capable of meeting an academic challenge were accepted. The staff was composed of three teachers, all with a number of years of teaching experience.

E. Results

1. The students became more articulate in oral communication.

2. Students developed a feeling for each other's culture through role playing.

3. Students were exposed to basic considerations of community design.

4. Students developed a plan for educational parks in the city.

5. Students learned how to conduct a city council meeting.

F. Major Strengths

1. Attendance was exceptionally regular.

2. There were no discipline problems.

3. Students learned about racial differences through educational and social settings.

4. Classes were racially balanced among students and staff.

G. Problems Encountered

1. There were insufficient funds to operate the program as planned.

H. Recommendations

1. It is recommended that recruitment be done at a much earlier date, possibly late March and certainly no later than April.

2. Additional funds should be provided in order to include more students from the District of Columbia Public Schools.

CHAPTER 9
SUMMER VOCATIONAL ORIENTATION PROGRAM

A. Background

1. Director(s): Mrs. Vera Dempsey

2. Location of Project: M. M. Washington School, O Street between First and North Capitol Streets, N.W.; Phelps Vocational School, Twenty-fourth Street and Benning Road, N.E.; and Chamberlain Vocational School, Potomac Avenue and Fourteenth Street, S.E.

3. Date Begun: June 23, 1969 Date Completed: August 1, 1969

4. Number and Type of Participants:

339 Students (male and female)
18 Teachers
3 Administrators
9 Counselors
1 Principal Coordinator

5. Cost: $35,110 from the District of Columbia Public School Funds.

6. Cost per pupil: Approximately $103

B. Purpose

The purpose of the project was to introduce the students of the District of Columbia to the world of work and the possibilities of gainful employment, particularly those who were not college bound.

C. Objectives

1. To give the students an opportunity to have manipulative and didactic experiences in six different occupational areas.

2. To provide recreational activities for children enrolled in the program.

3. To provide educational, cultural, enrichment, and recreational activities for urban youth.

D. Description and Procedures

This program was designed as an experimental Summer Vocational Orientation Program for male and female students presently enrolled in grades seven, eight, nine, and ten in the junior and senior high schools. Students received experiences in six different occupational areas. They also received supplementary classes in occupational information and job conditioning as well as intensive counseling services. An effort was made to involve the parents with the student and counselor in a discussion of the student's interest and abilities as demonstrated during the orientation program.

This program had attached to it a supplementary component sponsored by the United States Army Summer Civic Youth Program. Students participated on a voluntary basis. The program was non-military and emphasized arts, culture, education, and study. The recreational aspects included an introduction to those individual and team sports of interest to urban youth. Selected activities included: dramatic arts, leadership workshops, civic action workshops, personal development, horseback riding, and instruction in swimming, bowling, tennis, golf, basketball, soccer, football, skating, and bus trips.

Students were recruited through counselors in the junior and senior high schools. Three hundred and thirty-nine students were selected and served by the project. Students were selected, regardless of sex, from grades seven through ten. The staff was selected by deciding what trade courses would be offered. The Director contacted selected principals to determine which teachers might be interested in the program. These were currently employed teachers of the District of Columbia; therefore, no further certification was needed. Several teachers and counselors who worked in previous years were invited to participate in the program. The staff in each school consisted of one principal, six teachers, and three counselors. There was a one-day general orientation meeting of all staff prior to the beginning of the program.

E. Results

1. Students were exposed to several occupational choices.

2. Students attended classes for six weeks, five days a week from 8:30 a.m. through 12:30 p.m., concentrating on one occupational choice each week.

3. At each center every student had the opportunity to receive training in the same occupational area.

4. Students received special training in various vocational fields as well as in arts, crafts, and organized sports.

F. Major Strengths

1. A staff of teachers, experienced in a selected trade, was available for the orientation and training of students.

2. A staff of military personnel was available to provide experiences in the arts, culture, education, study and recreational aspects of the program.

3. "Exploratory shop experiences" were provided in six areas.

4. Supplementary classes in occupational information were provided.

5. "Job conditioning" was provided.

6. Intensive counseling services were available.

7. A wholesome free lunch was provided.

8. Transportation was provided.

9. A great variety of occupational offerings were provided including advertising, clerk-typist, drafting, photography, retailing, landscaping, shoe repair, tailoring, printing, cosmetology, auto repair, sewing, carpentry, dry cleaning, foods, and health occupations.

10. Services of experienced personnel were available.

11. Students received one-half credit for the course.

12. Students were exposed to the world of work.

13. Students received instruction in the following activities: dramatic arts, leadership training, civic action, workshop training, personal development training, horseback riding, swimming, bowling, tennis, golf, basketball, soccer, football, and skating.

14. Students were taken on trips daily to recreational facilities such as: bowling alleys, suburban swimming pools, LaPlata Recreation Center, and riding ranges for horseback riding.

Note: The U.S. Army Sponsored Summer Civic Youth Program, under the direction of Major Young, played a significant role in providing the entire afternoon and evening program for the students involved. It was a first experience for many of the students. Most said that horseback riding was a first for them. The entire project staff felt the Army is to be congratulated for the role it played.

15. Other experiences that the Army provided were trips to the following places: Quantico Marine Base, Officers Candidate School, Navy Yard-Submarine-Destroyer, Fort Meade, Andrews Air Force Base, Arlington Cemetery, LaPlata Communications Center, Marshall Hall by way of the Wilson Line, and Mt. Vernon, Virginia

The Army had also planned to take the students to New York or Philadelphia by airplane (Eastern Airlines - gratis); however, the program ended before this plan could be carried out.

G. Problems Encountered

There were no major problems indicated by the Director.

H. Recommendations

1. It is recommended that this program be expanded to provide for additional numbers of students.

2. The program should be modified to include sixth graders going into the junior high schools.

3. The participation of the Department of the Army should be encouraged and expanded. Without question their contribution in the area of health and recreation was considered one of the most significant features of the program.

4. Program funds should be allocated sooner in order to permit more effective planning.

CHAPTER 10
URBAN JOURNALISM SUMMER PROGRAM

A. Background

1. Director(s): Mrs. Kathleen O'Toole Zellmer

2. Location of Project: The American University

3. Date Begun: June 17, 1969 Date Completed: July 12, 1969

4. Number and Type of Participants:

20 Students (eleven male, nine female)
1 Project Coordinator
1 Director
2 Teachers
1 Secretarial Aide
- Salaries of three staff members paid from the District of Columbia Public School Funds

5. Cost: $10,000 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $500

B. Purpose

To provide an opportunity for students to be exposed to the field of journalism and to become sufficiently interested to continue their training in the field.

C. Objectives

1. To identify capable and willing senior high school students who are interested in a possible career in the field of journalism.

2. To create an instructional and practical atmosphere in which these students might work which would encourage their continued interest in journalism.

3. To assist the students in receiving college admission and scholarships.

4. To provide skill training in writing as well as opportunities to learn about the design and production of a newspaper.

5. To provide these students with an opportunity to create a product. "THE RAPPER" was a polished and completed publication highlighting the articles written by the workshop students and reflecting their journalistic skills as well as format and design capabilities.

D. Description and Procedures

This program was a four-week course in creative journalism based on the assumption that an effective way to learn how to do something is by doing it. The workshop was conducted by the Department of Journalism at The American University. Intensive instructions in writing news stories, leads, features, and interviews were given. Field trips to newspapers, district courts, art festivals and other places where stories would be covered by professional newsmen were taken. Mrs. Zellmer was the instructor; photography work was directed by Professor Donald Moore, assisted by Owen Deuval, The Evening Star photographer, and Joan Larson, head photographer of the Peace Corps. Mr. Andy Rothberg was the full-time photographer and Mr. Andy Bernstein was in charge of lay-out designing.

The program was designed to include a number of students.

1. Twenty high school juniors and seniors from eight Washington, D.C. high schools and four private schools were involved in the project. The eight District of Columbia Public Schools were Wilson, Roosevelt, Anacostia, Spingarn, Cardozo, Eastern, Western, and McKinley.

2. The students were provided with approximately 20 days of a combined didactic and clinical experience in the design and production of a newspaper.

3. The hours of the workshop were 9:00 a.m. through 7:00 p.m. during the last two weeks that the eight page tabloid was printed.

4. Field trips were taken to local newspapers, district courts, art festivals and other selected places where stories would ordinarily be covered by professional newsmen.

5. The students were given guidance and direction regarding how to make astute observations, how to identify and filter out the most salient dimensions of the events and activities which they observed, and how to take rapid and cogent notes so that they could be translated into comprehensive and interesting articles for publication.

E. Results

The result of the workshop was "THE RAPPER", published July 11, 1969, a lively looking realization of the project's main objective and a tribute to the students who produced it. The participants gathered all the news that appeared in the paper -- wrote and edited it, composed leads for the stories and captions for the pictures which they took themselves. They

discovered the art of makeup, of fitting stories and pictures in the space of a newspaper page. They saw the work printed and come rolling off a commercial press, a finished, readable newspaper.

Three seniors from Eastern High School who enrolled in the workshop were accepted at American University and two participants were admitted to Howard University.

Jobs were given to five students in the Head Start Program beginning July 16.

Eastern High School has been identified as the clearing house for all scholarship offers from colleges all over the country for participants in this program.

F. Major Strengths

1. It was a cooperative program with American University.

2. The project provided a good public relations program for the professional staff and students of the District of Columbia Public Schools.

3. The workshop provided outstanding organization and planning for its participants.

4. The project provided a means of identifying potentially gifted students in the field of journalism.

5. There was a demonstration of cooperative efforts from the United States Congress and newspapers of the District of Columbia.

G. Problems Encountered

There were insufficient funds to exploit the talents of all participating students and other opportunities which developed within the context of the program.

H. Recommendations

It is recommended that this program be partially redesigned to operate on a year-round basis. Specifically, funds should be made available so that similarly talented students would have an opportunity to meet each Saturday (and/or during the school week as appropriate) to gain valuable journalistic and other skills leading to university admission and meaningful employment.

CHAPTER 11
URBAN STUDIES PROGRAM, THE WESTERN HIGH SCHOOL

A. Background

1. Director(s): Mrs. Marilyn W. Klein, Mr. Lawrence L. Smith

2. Location of Project: The Western High School

3. Date Begun: June 23, 1969 Date Completed: August 1, 1969

4. Number and Type of Participants:

81 Students from District of Columbia and 15 from Montgomery County, Md.
5 Teachers (District of Columbia Teachers)
1 Community Coordinator
2 Secretarial staff
2 Co-Directors
1 Seminar Teacher
1 Director - Staff Development
- Salaries of five staff members paid from the District of Columbia Public School Funds

5. Cost: $10,000 from the District of Columbia Public School Funds.
Other: Grant $23,000 and donations from Maryland $2,880

6. Cost per pupil: $10 from District of Columbia Summer School Funds and $364 from foundation and tuition funds.

B. Purpose

The purpose of the project was to bring urban and suburban students together for the purpose of exposing them to problems of the urban community and then examining critical issues and problems related to the urban community.

C. Objectives

1. To increase students' understanding of some of the problems which confront the city of Washington, and of some of the operating programs which are designed to relieve them.

2. To strengthen students' perception of themselves as responsible individuals able to exercise a measure of control over the problems which beset them as citizens in an urban society.

3. To provide meaningful summer job opportunities, both to encourage students of low income who needed to earn money and to inspire motivation for regular attendance and serious efforts on the job.

4. To provide a setting in which students from various parts of the city and from the suburbs meet each other, exchange ideas, and work together.

D. Description and Procedures

The Project on Urban Studies was designed to bring together students from the urban and suburban community for an exposure to and an examination of critical issues and problems of the urban community. It was both didactic and clinical in nature. Didactic in the sense that students listened to lectures and participated in discussions relating to problems of the urban community; and clinical in the sense that students participated in field experiences designed to help them translate their perception of urban problems into practical understanding and action.

Lawrence Smith, social studies teacher at Western High School, and Marilyn Klein, teacher of English and coordinator of the WISE[1] program also at Western High School, originally conceived this program. They directed the program last summer and were designated to be directors again this summer.

There were 81 District of Columbia student-participants and 15 students from Montgomery County. Students from the District of Columbia came from the following senior high schools: Western, Anacostia, Roosevelt, Cardozo, Eastern, McKinley, Ballou, Coolidge, Dunbar, Spingarn, and Wilson.

The program was announced in the daily bulletin at Western High School and students responded. Teachers, guidance counselors and the coordinators of the program made several recommendations. The application forms were screened by the directors of the program and interviews were scheduled for all applicants.

In the morning, students attended classes at Western High School. Classroom discussions were free and included such topics as poverty, unemployment, inadequate housing, transportation, deteriorating family relationships, racial discrimination, obsolete school programs and facilities and other problems which face all cities but with emphasis on those problems which exist in Washington, D.C. The students met with city and public officials who were invited to speak on various aspects of urban problems. Students also viewed films and took field trips.

In the afternoons students went to various parts of the city to work in private and public organizations and agencies which deal with urban problems. The purpose of this part of the project was to add knowledge acquired on the job to knowledge acquired by study.

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[1] "WISE", Washington, Innovative Secondary Education, an ESEA Title III funded project.

Prior to placement of participants in the different jobs, each student was interviewed to select the job in which he was particularly interested. While on the job, participants wrote descriptions of and reactions to their experiences. The Directors had scheduled visits with the participants.

Fifteen students who attended the course during the summer of 1968 were enrolled in a seminar and conducted independent research projects.

Following is a list of speakers who met with the students, the titles of the films viewed and discussed, and sites of the trips taken.

Speakers:

The Reverend Tom Allen
The Reverend Gene Boroni
The Honorable John Conyers
The Honorable Thomas Fletcher
Mr. Calden R. Florence
Mr. Roland Freeman
Mr. Norman W. Klein
Mr. Stanley Newman
Mr. Edward Smith
Mr. Steven Swaim
Mr. Wesley Williams, Jr.
Mr. Bill Wright

Films:

"Pandon's Easy-Open Opo Top Bo"
"How to Look at a City"
"Where We Live"
"The Other Americans"
"The Poor Pay More"
"Appalachia: Rich Land, Poor People"
"This is Marshall McLuhan"

Trips:

The Smithsonian (The Concerned Photographer, Urban Design)
The District of Columbia Council
Congressman John Conyers' Office
Southeast public housing sites
Children's Center, Laurel, Maryland
Reston, Virginia

E. Results

1. The students' exposure to urban conditions enabled them to bring back to the classroom experiences that led to more realistic discussions of urban problems. This process seemed to develop in the students a sense of involvement in community affairs and an awareness of the problems that beset their city. It is hoped that these experiences will be a beginning of their attempt to solve such problems within the context of their lives.

2. Students had the opportunity to work in different offices representing many facets of urban living. Working four hours a day at $1.60 per hour for six weeks, each student earned a total of $192. Another motivation built into the program was a semester's credit in social studies for those who successfully completed the program.

3. An effort was made to maintain a balance of students from different parts of the city and from varying socio-economic levels, so that the mix would result in students' sharing ideas and working harmoniously together.

The Directors felt that objectives 1-3 were satisfactorily attained while the fourth objective was partly realized. The interrelationship of the groups of students may not have made a significant change in their attitudes toward such things as differences in race and socio-economic levels. However, the students came to recognize the existence of the problem and this awareness may lead to an understanding of the intricacies of the situations and some possible solutions to it.

4. An end-of-project report is currently being prepared by the Directors along with an analysis of the students' responses to a questionnaire administered to them at the close of the program.

F. Major Strengths

1. An outstanding feature of the program was the creation of a situation where students from all over the city, and from families of varying socio-economic levels, came to study and work together with students from the suburbs. This is perhaps one modest step in preventing the polarization of the suburbs and the city.

2. The "on the job dimension" of the program gave the students a valuable opportunity for work experiences which were consistant with their interests. Also, the experience enabled students to come into the closest possible contact with the city of Washington.

3. Lectures from officials directly involved in urban affairs often generated exciting and sometimes heated discussions.

G. Problems Encountered

1. There were poor communications between the program staff and the staff of the "Central Office" of the District of Columbia Public Schools.

H. Recommendations

It is recommended that comprehensive and "streamlined" guidelines be established to facilitate communications between program staff and the staff of the "Central Office" of the District of Columbia Public Schools. This would prevent unreasonable delays and enhance the quality of the program.

Additional Urban Studies: Staff Development[1]

A. Description and Procedures

In addition to the student courses in urban studies, a workshop for ten teachers representing ten academic high schools in the District of Columbia was established. The Directors of the Urban Studies project planned this program in conjunction with the Secondary School Office, the Department of Staff Development, and the History Department. The purpose of the workshop was to train high school teachers in urban studies a way of teaching and in the use of community resources for school programs. These teachers will serve as urban studies teachers and will be freed of some classes in order to provide community resources for the social studies department and the rest of the school where possible during the regular academic year.

During the six-week period, the teachers and the workshop coordinator, Mr. Dwight Crapp, organized and participated in selected activities. These activities included:

1. Compiling an up-to-date bibliography in urban studies which can be used effectively in District of Columbia high schools.

2. Reviewing and viewing films and filmstrips dealing with urban studies.

3. Inviting in and listening to speakers from various departments and organizations in the District of Columbia area.

4. Observing the students enrolled in the course.

5. Observing other experienced teachers in the field of urban studies.

6. Contacting school administrators to work out a schedule and program of urban studies in the participants' own schools.

7. Becoming familiar with the many different resources dealing with urban studies in the District of Columbia area.

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[1]This component of the Urban Studies Program involved teachers only. The previous pages gave information regarding the student component.

8. Conducting demonstration lessons within the workshop.

B. Results

At the end of the workshop, the teachers were able to prepare a curriculum guide for an urban studies course complete with a list of resource materials (books, films, filmstrips, periodicals, etc.) and specialists in the field, in order to utilize these persons and materials in a city-wide urban studies program.

C. Major Strengths

1. The workshop enabled the teachers to get together and exchange ideas on various aspects of urban studies.

2. The teachers were able to observe classes in progress which were conducted by experts in the field.

D. Problems Encountered

1. Funding was very late; hence, there was insufficient time to plan the program.

E. Recommendations

1. A university should be attached to the staff-development component of the program to provide guidance from people with expertise in the field of urban studies.

2. Staff development for teachers in urban studies should be incorporated into the year-round program of in-service education.

3. To gain flexibility and a longer summer period both for teachers and students, a quarterly system of school year organization is recommended.

4. The workshops should be expanded to include all high schools including vocational schools.

CHAPTER 12
WIDENING HORIZON'S TOURS FOR TEENS (SUMMER)

A. Background

1. Director(s): Mrs. Evelyn H. Letcher

2. Location of Project: Eliot, Evans, McFarland, Dunbar, Anacostia, Spingarn, and Western schools and various centers throughout the city.

3. Date Begun: June 23, 1969 Date Completed: August 1, 1969

4. Number and Type of Participants:

8,000 Students
1 Secretary
3 Vocational-Aides
1 Administrator
250 Volunteers (parents and other interested individuals)

5. Cost: $5,500 from District of Columbia Public School Funds

6. Cost per pupil: Approximately $0.60

B. Purpose

The purpose of this project was to provide cultural stimulation for inner-city children through field trips and, further, to provide them with curriculum enrichment and practical vocational experiences.

C. Objectives

1. To impart information about areas of employment that may be considered in making a vocational choice.

2. To offer experiences in filling out job applications, taking qualifying tests, and classroom practice in role playing for acquiring jobs.

3. To stimulate motivation of students through tours for study and discussion of occupations in the Washington area.

4. To provide meaningful experiences which will encourage the pupil to want to continue his education.

5. To provide information about the city and the recreational facilities that will lead to worthy use of leisure time.

6. To expose youth to cultural institutions and experiences such as art galleries, museums, theaters and concerts.

7. To develop an awareness on the part of youth that people in other communities in the greater metropolitan area are interested in children and youth throughout the city.

D. Description and Procedures

Widening Horizon's Tours for Teens was administered by the Urban Service Corps of the District of Columbia Public Schools with the aid of a volunteer community committee. Government agencies and private institutions cooperated by providing programs and opening their facilities to secondary school level inner-city youth. These tours were designed to provide inner-city children with a variety of culture experiences based on their interests and age levels. The program was further designed to aid students' oral and written expressions. Follow-up activities were instituted after each trip. Finally, the program offered an opportunity to explore different kinds of job opportunities in the Washington Area.

The project served approximately 8,000 students enrolled in summer schools from various junior and senior high schools. No criteria were established for students to participate in the program. For students not enrolled in the regular summer school program, various centers throughout the city were selected to serve as pick up stations for students wanting to go on certain tours. Free bus service was supplied to as many of these students as possible.

Generally the age level of the children determined the type and nature of the tours; however, the interest and course content of the students were also factors.

Teachers employed in the summer school program attended many of the tours providing background and follow-up information. Hundreds of volunteers participated, giving service by arranging trips with agencies, recruiting youngsters from the community and chaperoning the tours.

E. Results

1. Students were made aware of occupations available in Washington; what they required and what they offered.

2. Students gained insight into the disadvantages as well as the advantages in various occupations.

3. Tours provided experiences for inner-city students that they would not normally have had.

The objectives were accomplished by exposing students to various trips and centers of interest in the city. They were introduced to a variety of sources for entertainment and recreation.

Students received information concerning occupations available in the city and gained experience in completing job applications and taking various tests required for different jobs. Many students indicated an interest in different kinds of employment opportunities and sought detailed information concerning educational requirements for jobs. It was believed that this aspect demonstrated to students the value of continuing their education, and increased their outlook for future employment opportunities.

Cultural experiences were also gained from the tours; students from the inner-city visited many institutions dealing with contributions made in the arts by different peoples and races. Students in general developed the idea that personnel who took time to explain different components of their agencies as well as job opportunities and occupations were sincerely concerned with them as individuals.

F. Major Strengths

1. Students were exposed to many centers of interest in the city.

2. Tours in general motivated students to consider different jobs and occupations.

3. Students not planning to attend college were given valuable information concerning employment alternatives.

4. Oral and written expressions were improved as a result of the tours.

5. The self-concepts of inner-city children were enhanced by the welcome and attention they received at various agencies and departments.

G. Problems Encountered

1. Problems occurred with D.C. Transit regarding the scheduling of busses for field trips.

H. Recommendations

1. It is recommended that the program be partially modified to include tours and field trips which are more appropriate for the age and interest of the youngsters. (Unfortunately elementary students went on field trips which were designed primarily for senior high students.)

2. More field trips relating to vocational questions and employment opportunities should be planned.

3. Every effort should be made to involve students in the planning of field experiences.

4. The program seemed to offer long term values for the students. A system should be devised which would provide for systematic and orderly follow-up of each student after his participation in the program.

CHAPTER 13

WORKSHOP FOR CAREERS IN THE ARTS, THE GEORGE WASHINGTON UNIVERSITY

A. Background

1. Director(s): Mr. Michael Malone, Miss Peggy Cooper

2. Location of Project: The George Washington University

3. Date Begun: June 23, 1969 Date Completed: August 28, 1969
Teachers and Staff reported on 6-23-69; students reported on 6-30-69.

4. Number and Type of Participants:

130 Students (six District of Columbia Public School students)
2 Administrators (two of whom had teaching responsibilities)
8 Teachers

5. Cost: $3,000 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $500

B. Purpose

The primary purpose of the program was to provide talented public school students with skill, training, and exposure to the "Arts", particularly those students who because of limited economic resources were unable to gain meaningful training and other experiences on their own.

C. Objectives

1. To establish a high school for the "Arts" in Washington, D.C. (This is a long-range plan.)

2. To give students professional training so that they will be equipped with the skills necessary to pursue a career in the arts.

3. To erase the fears and suppressions that Black students may have regarding the arts, to bring them in contact with professionals already in the field and to familiarize them with the degree of competancy required for one to succeed in the arts.

4. To establish on a city-wide basis, a center where students can get a comprehensive "art education" until it can be phased into a public school.

5. To provide students with technical skill training in the arts, along with an appreciation of the arts, so that students who fail as actors will have other skills and qualifications for employment.

6. To help place students in jobs which provide opportunities for such training.

7. To convince the system that trained Black actors and actresses are really needed in the arts.

8. To concentrate upon training in order that participants will be prepared to perform in planned outlets, play productions, et cetera. (Ultimate goal is to pursue a career, therefore utilize all professional skills related to that area.)

9. To encourage children who have had no previous training but who have interest and potential. (It was noted that the work is demanding and high motivation is required.)

10. To establish a liaison with other schools through which students can work and continue their training. Examples of some schools are: North Carolina School of Arts, Catholic University School of Drama, George Washington University Dance Department, Juillard School of Music, University of Wisconsin, and other professional schools of art and dance.

D. Description and Procedures

The George Washington University Workshop for Careers in the Arts was a summer enrichment program in the creative arts. It provided training in creative expression through various art media. The workshop was divided into three components. The dance workshop involved instructions in ballet, jazz, modern, and free style dance. The drama workshop consisted of classes in vocal exercises, pantomime, improvisation, and theater history. The students performed a number of scenes and musical numbers taken from Broadway and other musical shows. Through the workshop, the art students gained experience in drawing, painting, silk screening, collage making and producing banners and vinyl stuffed animals.

This program was designed for youngsters who had definite interests and talents in the creative arts. Procedures employed in the selection of students for the program were:

1. The Director wrote letters to principals and guidance personnel of the public schools.

2. The Director sent letters to parochial schools, welfare organizations, the Junior Village, and the Neighborhood Planning Council.

3. As a result of being notified of the program, more than 400 students expressed an interest in participating and returned applications. These

were reviewed by the Director and his staff who asked 165 of the student applicants to audition.

The staff consisted of two administrators, one of whom taught a dance class, eight teachers and one secretary. They were selected in the following manner:

1. Staff was recruited by sending letters to professional schools of art.

2. Applicants were asked to submit detailed resumes in order to learn as much as possible about their background and experience.

3. The Director received 59 applications for teaching positions. He personally interviewed and screened all applicants and selected the staff.

E. Results

1. Students were taken to professional performances.

2. The previous year's students returned and demonstrated evidences of their accomplishment.

3. Trips were made to New York to perform and make visitations.

4. Students were taken to professional companies to observe classes and rehearsals.

5. Students exhibited work at the Corcoran Gallery of Art.

6. Students visited a number of art galleries.

7. Students visited a Broadway show.

8. Two students received $500 scholarships to St. Albans Repertory Theatre.

9. One student is dancing professionally.

10. Three students are currently playing roles in "Oliver".

11. One student has been selected to study and work in an apprentice setting.

12. One student was given a full scholarship to enroll in drama at George Washington University.

F. Major Strengths

1. The students were exposed to professionally trained teachers.

2. The directors were dedicated, concerned professionals.

3. Rapport between students and staff was good.

4. Thorough use was made of facilities designed for instruction.

5. The participating students were from varied economic and cultural backgrounds.

6. Students with ability were recognized and given an opportunity to continue their training.

7. Students were exposed to a number of art media.

G. Problems Encountered

1. There was a lack of sufficient money.

2. A lack of sufficient dance supplies and other equipment was evident.

3. There was a need to request donations from parents and other interested parties in order to keep the program in operation.

H. Recommendations

1. Plans should be made to develop an aggressive and comprehensive information and recruitment program to gain support for the workshop.

2. Funds should be allocated earlier within the school year to permit more detailed program planning and to permit the identification and commitment of specialized staff required to implement the program.

3. Additional funds should be appropriated in order to eliminate the need for contribution solicitation.

4. The program should be partially redesigned to extend beyond the summer into the regular academic year.

PART TWO

COMMUNITY-BASED EDUCATIONAL, CULTURAL AND RECREATIONAL PROGRAMS

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CHAPTER 14
BRUCE COMMUNITY SUMMER SCHOOL PROGRAM

A. Background

1. Director(s): Mrs. Judy R. Williams

2. Location of Project: Bruce School, 770 Kenyon Street, N.W.

3. Date Begun: June 30, 1969 Date Completed: August 8, 1969

4. Number and Type of Participants:

175 Students and 36 Adults
8 Teachers
12 Aides (2 NYC Aides[1])
1 Administrator
3 Volunteers

5. Cost: $9,345 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $53.40

B. Purpose

1. To provide action programs that would meet the specific needs of the families in the Bruce School area regardless of age.

2. To provide specific programs that would meet the needs of youth between the ages of six and sixteen.

3. To provide activities that would reinforce some of what the student had learned during the school year, but in such a way that the student would be relaxed with materials presented in an informal setting.

4. To provide activities designed to promote the expression of students' special talents, skills, and interests.

5. To provide meaningful activities to heighten students' interest in the regular school curriculum

6. To provide activities requested by students that were conducted by some of their regular school teachers.

7. To build a closer relationship between community centered activities and the regular school program.

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[1] i.e., Neighborhood Youth Corps

8. To provide cultural enrichment activities to enhance childrens' interest in their city.

C. Objectives

1. To involve as many youth as possible in meaningful activities during the summer months.

2. To provide activities that students requested such as a science class, ballet, arts and crafts, drama, sewing, typing, library skills, and physical education.

3. To provide indoor and outdoor activities.

4. To promote physical fitness through exercise, games and dance for boys and girls.

5. To introduce fundamental art experiences in a variety of media, including motivational aspects, techniques, and suggestions.

6. To develop skills in math, language arts, reading, and dance.

7. To teach "self-help" techniques to younger children.

8. To establish developmental groups for different phases of dancing according to interest and to work on basic methods for simple forms of dancing.

9. To continue to find ways to make the community feel that the school belongs to them.

10. To continue to serve the needs and desires of the entire community.

11. To provide an extensive program of recreation, education and cultural enrichment unless the community objects.

D. Description and Procedures

The Bruce Community School Summer Program operated for six weeks and was primarily recreational. There was one academically oriented class, elementary science, taught three hours a day by a Bruce teacher assisted by a parent and a Neighborhood Youth Corps Aide. The program also included the teaching of dances and arts of various countries.

1. The program was designed for students of ages three to fourteen.

2. Approximately 175 students were served each day.

3. The program extended itself to include children of the Monroe School.

4. Window displays helped recruit as did roving playground leaders. However, it was not necessary to do a great deal of recruiting, as the program was in its third year. Interested parents called the school asking if their children could participate.

5. On Tuesday and Thursday nights, adults could participate in the program which included sewing classes, high school equivalency preparation and movies. A fee was charged for the movies in order to obtain money for trips for persons who could not afford to send their children during the day activities.

6. The staff included a director, teachers, adult assistants, senior youth aides, NYC aides, paid volunteers, and parents.

7. The staff was recruited from personnel who worked or lived in the Bruce School neighborhood and who had experience in a previous program.

8. There was a two-day training session for all the staff involved. Some of the topics handled in the discussion were: "Ways in Which We Can Provide Meaningful Activities for Children in the Bruce Neighborhood" and "What Can We Do Outside of the Classroom Setting to Help Children Adjust to the Usual Experiences and Demands of the School".

9. Staff was organized in a manner whereby each person's skill could be used where needed.

10. Classes were arranged in the following groupings: Three to five age group, six to seven age group, eight to nine age group and ten to twelve age group.

11. The program operated 9 a.m. to 1:30 p.m. daily and from 7 p.m. to 9 p.m. on Tuesdays and Thursdays.

E. Results

1. A number of parents and teachers from Bruce and neighboring schools volunteered to serve at the school.

2. A number of parents and staff members from the neighboring schools expressed an interest in continuing to work with the Bruce School.

3. Bruce parents have taken a great deal of initiative in their participation in classes and other activities at Bruce.

4. Parents showed a great deal of enthusiasm and interest while planning the summer program.

5. Children and parents came and participated in the program.

6. The program provided individual projects for children and extensive opportunities for parents to participate.

F. Major Strengths

1. A variety of activities for all age levels was provided.

2. The program was well organized and structured.

3. There was an awareness of community involvement.

4. Staff members were highly dedicated.

5. Job training was provided for many interested teenagers and adults.

6. Employment was provided for participants and many of their parents.

7. Students were exposed to various media of skill development.

8. Participants and their families could attend movies at reduced rates at the school.

9. Free lunches were provided for all participants.

10. Projects and activities were provided to meet the needs of children and adults.

11. There were opportunities for trips and excursions.

G. Problems Encountered

1. There was inadequate space.

H. Recommendations

1. Funds should be allocated earlier in order that more effective planning may be accomplished.

2. More males should be encouraged to join the staff.

3. A system should be designed to obtain follow-up information about each student.

4. More activities should be provided for older students.

5. Additional work experiences should be provided for interested parents.

CHAPTER 15
HARRISON COMMUNITY SUMMER SCHOOL PROGRAM

A. Background

1. Director(s): Mrs. Gladys P. Harris

2. Location of Project: Harrison Elementary School, Mackin High School, Augustana Lutheran Church, and Selden-Thomas House

3. Date Begun: June 23, 1969 Date Completed: August 8, 1969

4. Number and Type of Participants:

576 Students
35 Teachers
17 Aides (high school)
2 Administrators
15 Sisters
68 NYC Workers
13 Parents
8 Volunteers
19 Aides (college)
- Salaries of 169 staff members paid from the District of Columbia Public School Funds

5. Cost: $15,800 from District of Columbia Public School funds plus money from private donors, foundations, churches, Office of Education, private business, et cetera.

6. Cost per pupil: Approximately $27.50

B. Purpose

The purpose of the project was to involve as many people as possible in a developmental program that would provide education, recreation, new experiences, social contact, and jobs for all the people of the Harrison Community.

C. Objectives

1. To provide enrichment in the following subject areas: mathematics, music, science, arts and crafts, reading and health education.

Note: A very detailed and comprehensive curriculum guide was made available which described the aims, objectives, and specific things to do in each of the above mentioned content areas.

2. To involve and teach parents how to aid children in the classroom.

3. To teach parents simple techniques that they can use in helping their own children at home.

4. To widen parents' horizons whereby they can help the whole family.

5. To direct families toward wholesome recreation.

6. To introduce parents to the rich cultural, recreational and educational facilities in the city.

7. To employ parents on a full time basis in order to raise their economic standards of living.

Note: The Director stated that when a parent can be employed and trained to do the job within the program, sometimes professionals from outside the community are not needed.

D. Description and Procedures

Harrison Summer Community School was an extension of the program provided during the school term. Harrison was the center from which real community activities were developed. It identified with groups and their goals for achieving success that operated within the bounds of the community. The success of on-going activities and the development of new ones have served to guide the other community groups to initiate new projects and to improve existing ones. The Harrison program was a community school that related realistically to the children and parents and prepared them for the city in which they were living.

The program was an extensive one. It used a complex of four buildings -- Augustana Lutheran Church, Mackin High School, Harrison Elementary School, and the Selden-Thomas House. The Selden-Thomas House, located at 2011 13th Street, N.W., is a private home that has been equipped to provide vocational training for girls at the junior and senior high levels. It was named for Mrs. Marguerite Selden, former principal of Harrison School and Mrs. Lela Thomas, the owner of the property who willingly and graciously vacated the premises so that the vocational aspect of the Harrison Community (Summer School) program would have a home of its own.

A program, held in the 2000 block of Portner Place, N.W., concentrated on evening activities for the children of the block and their parents. Activities included: handicrafts, sewing, library usage, reading, hygiene, recreation, and trips with parent-children groups. The hope was that an atmosphere of "togetherness" would exist and encourage leadership and initiative within the parent-child group.

1. It was difficult to determine the number of persons served by the Harrison School Program. Many came and worked on a regular daily basis; others would come and go because of the "open door" policy.

Note: There was always an activity in which anyone who came could participate and enjoy.

2. Approximately 500 children were served on a daily basis.

3. The staff consisted of a large number of persons: 40 professionals (e.g., public school teachers, Catholic nuns), 40 parents and college aides, 57 Neighborhood Youth Corps workers (in-school workers), 12 Archdiocese workers, five Archdiocese college aides, a number of custodians for two buildings, and a number of volunteer workers from the Lutheran Church.

4. Staff were distributed among the five centers and used where their skills would be most beneficial.

5. There was a training period for the staff. In these sessions, plans were instituted for the programs, materials collected, and instructions given in how to use curriculum guides. Modified proposals for additional funding were written.

6. Staff was selected either because they were involved in the program on a previous occasion or because the Director felt they had something to offer the project. Fifteen nuns were on the staff for the third year.

Note: The Director stated that the staff, which came from across the country, were all dedicated workers.

E. Results

1. Provisions were made to offer remedial and enriching activities to 500 children.

2. A large number of needy teenagers were given summer jobs.

3. A large number of parents were given full time jobs.

4. Parents were trained and placed in other jobs.

5. Parents and children have become interested in elevating themselves from their poverty status.

6. Community people have been inspired by the program and have begun to change attitudes about the school and the community.

7. Teenage workers have learned work skills.

8. The program has been an incentive for various students to stay in school.

9. Boys have learned photography and sports (other than basketball).

10. The successes possible when everyone works together have been obvious.

Note: The following is a reaction to the program as viewed by one of the investigators. "The objectives have been accomplished double fold. One would have to visit to see the 100 marvelous things going on. The concluding activity held August 6, 1969, illustrated beautifully the many kinds of activities that took place during the summer session. There were skits, dances, songs, et cetera, showing what had been done during the summer program. Included were: music, science, physical education, reading, aides presented a dance, ballet, skits, dramatizations, modern exercises put to music, modern dance, organ selections, fashion show, awards, greetings from the Assistant Superintendent, Mrs. Marguerite Selden, and clergy participation."

F. Major Strengths

1. The program was well organized and structured.

2. Many and varied activities were provided for all age groups.

3. Staff members were talented and possessed strong leadership ability.

4. The staff and participants were cooperative.

5. Instruction was provided in many curriculum areas.

6. Imaginative and creative activities were provided for all children.

7. Services of the Catholic nuns aided in the overall development of the program.

8. The classrooms were interestingly arranged.

9. There was a skilled music teacher who had children expressing a variety of rhythms.

10. There was a creative physical education teacher.

11. Skilled content area specialists worked as resource personnel.

12. There was a professional photographer.

13. The Director and her assistants displayed a sincere interest in the operation of the program as well as in the performance of the students.

14. There was an expert planner and organizer who served as head teacher at Harrison School.

15. Funds came from many sources.

16. Free lunches were provided for all participants.

17. Many trips of interest were provided.

G. Problems Encountered

None were reported by the Project Director.

H. Recommendations

1. Additional funds should be allocated for the program.

2. The Harrison School site should be established as a pilot center.

3. Funding should be made much earlier in order to enable more effective planning.

CHAPTER 16
H. D. COOKE COMMUNITY SUMMER SCHOOL PROGRAM

A. Background

1. Director(s): Miss Nadine Dutcher

2. Location of Project: H. D. Cooke School

3. Date Begun: June 23, 1969 Date Completed: August 8, 1969

4. Number and Type of Participants:

300 Students
10 Teachers
7 Aides NYC
2 Administrators

5. Cost: $9,614 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $32

B. Purpose

The purpose of the program was to create and extend educational and cultural opportunities for the total community served by the H. D. Cooke School.

C. Objectives

1. To provide education and recreation for the children.

2. To give adults training and experience in directing a program.

3. To help the community recognize and understand positive and negative characteristics of the school's program.

D. Description and Procedures

The H. D. Cooke Community School Project was a summer program designed to give the people of H. D. Cooke School experiences in academic activities as well as organized activity in physical education, arts, crafts, dance, and other forms of recreation.

1. Children and adults within the neighborhood made up the participants of the program.

2. Any child who indicated an interest in an activity was encouraged to participate.

3. No formal screening was used as a criteria for selection.

4. The pupil and adult populations differed from day to day.

5. The participant population ranged from 250 to 300 persons per day.

6. The staff consisted of 19 people working three hours each.

7. Staff on hand included teachers and five Neighborhood Youth Corps workers.

8. Qualifications for the staff required that they have a trade and be responsible young adults.

9. No formal training was provided for the staff.

10. There were two or three morning meetings held for organizational and orientation purposes.

E. Results

1. A substantial number of students and adults participated in the program.

2. Experiences were provided in arts, crafts, music and physical education.

3. Tutorial help in reading was provided for many students.

4. The program was a walk-in type, serving all who came with a desire to participate.

5. A parent in the community coordinated the summer component of the program.

6. Volunteer parents actively participated in and made major contributions to the program.

7. The Director stated that she felt the program was doing what it proposed; namely, involving the total community.

F. Major Strengths

1. Children were involved in educational and recreational activities.

2. A free lunch program was provided for all participants.

3. The enthusiastic participation of parents made for real community involvement.

4. Provision was made for academic tutorial help.

G. Problems Encountered

1. The organizational structure of the program could have been improved had funding been available at an earlier date.

2. There was very little time for the planning of the program.

3. There were too few professional personnel for the number of student participants in the program.

4. Access to the building should have been limited to participants.

5. Poor and inadequate facilities were paramount.

6. There was no evidence of plans for follow-up studies of the children.

H. Recommendations

1. It is recommended that funds be allocated earlier in order to plan a more effective program.

2. It is further recommended that:

a. More professional staff be hired.

b. Space in the building be provided for more programs to take place.

c. Full hiring take place prior to the beginning of the program.

d. More equipment and educational toys be provided to increase educational experiences.

e. Resources be provided to work with "problem" students.

CHAPTER 17
GARNET-PATTERSON COMMUNITY SUMMER SCHOOL PROGRAM

A. Background

1. Director(s): Mr. Charles E. Epps

2. Location of Project: Garnet-Patterson Junior High School

3. Date Begun: June 23, 1969 Date Completed: August 8, 1969

4. Number and Type of Participants:

87 Students
6 Teachers (4 full time, 2 part time)
1 Coordinator
5 Student Assistants

5. Cost: $2,600 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $30

B. Purpose

The purpose of the program was to provide students who had previously failed with a program of remedial instructions. Many had failed because of poor attendance in the regular school. Another purpose was to establish a remedial program in the local community so students would not have to ride the bus a long distance for such help.

C. Objectives

1. To serve as many as possible of the Garnet-Patterson students with failures or who needed remedial work.

2. To give students more personal attention. It was felt that many had failed because of a lack of interest or motivation.

3. To alleviate any transportation problem in getting to the summer school location. Many youngsters complained that they could not afford to ride the bus to school on a daily basis.

D. Description and Procedures

The summer program at Garnet-Patterson Junior High School was planned to give students remedial help in basic subject areas through small group

instructions as well as some individualized work. Individual tutoring was provided for students who had failed various subjects during the regular school year.

This program was designed to serve the academically deficient students at Garnet-Patterson. Any student could attend even if he did not fail a subject the previous semester. Remedial work was the basis of instruction. Classes were set up in groups of 12 students each according to the student's area of needed makeup or remedial work.

Four full-time and two part-time teachers were the teaching staff. All but one of the teachers were teachers at Garnet-Patterson during the regular school year. The Director stated that this was important because it meant that the teachers were not new to the situation or the students.

The coordinator of the program kept a daily record of the students present and the number who were passing or failing. This was continued through the end of the program.

E. Results

1. Over 50 percent of the youngsters with failures, who indicated a desire for remedial work, attended summer school.

2. Many students had their interest in school work restored and, for many, there was the presence of "life" for the first time.

3. That students could walk to school was one reason the program had the success it did.

F. Major Strengths

1. The classes were small.

2. Individualized instruction was employed.

3. Personable teachers, who were interested in the youngsters, were employed.

4. Classes were extremely imaginative and creative.

5. This was a neighborhood school, thus; there was no transportation problem. Simply, children could get to school easily and quickly.

6. Each child competed only with himself.

7. There were no new faces or settings; everything, including teachers, was familiar to the students.

G. Problems Encountered

There were no problems as indicated by the Project Director.

H. Recommendations

1. Funding should be made at an earlier date.

2. The program should be enlarged in order to reach a larger number of students.

CHAPTER 18
MAURY COMMUNITY SUMMER SCHOOL PROGRAM

A. Background

1. Director(s): Mrs. Euretta Adair

2. Location of Project: Maury Elementary School

3. Date Begun: June 23, 1969 Date Completed: August 8, 1969

4. Number and Type of Participants:

188 Students
11 Aides
5 Teachers
2 Administrators

5. Cost: $7,332 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $39.00

B. Purpose

The purpose of the project was to expose each participant to mental, physical, social, and cultural growth experiences.

C. Objectives

1. To provide a program whereby each participant would have an opportunity to experience a sense of achievement and pride.

2. To encourage parents and other responsive adults in the community to seek individual and social development and economic growth.

3. To inspire adults and children to develop a sense of "community".

4. To provide cultural experience through field trips.

5. To help young children develop healthy attitudes and behavior skills.

6. To involve parents in the program and to provide the same learning and experiences for them that are provided for the children.

7. To provide programs that will reach the whole community when it expresses a need for involvement.

8. To help parents live with their children as parents and help children to grow within the family setting.

9. To help parents really know their children through the sharing of common experiences.

10. To help parents feel that they are wanted.

(Note: This must be demonstrated by someone who really cares.)

11. To develop an interest in school among parents who would have youngsters attending school for the first time in September 1969.

12. To encourage parents of young school age children to take a real interest in schools.

13. To provide nourishment for children through a hot lunch program.

14. To provide a social setting for lunch and teach children how to eat it.

15. To involve parents by teaching them what foods are good for their youngsters and how to serve them a meal.

D. Description and Procedures

The Maury Community Summer School Program was designed as a project to aid the people of the Maury School community. It was discovered in the first year of operation that the community responded to a well-organized, stimulating group of activities geared to selected age levels -- a program for boys, girls, and adults. As a result, the summer program was established so that these persons might gain experiences and be taught skills that would help them function more effectively in their society.

1. The project provided services for 188 children ages two through fifteen.

2. It involved 37 parents in the daytime program.

3. A larger number participated on the scheduled field trips.

4. This project was open to all the people of the Maury School Community who expressed an interest in attending; none was excluded.

5. The staff consisted of three teachers and eight aides at the conclusion of the project. It began with five teachers and 11 aides.

6. Staff also consisted of volunteer aides who worked with various aspects of the program.

7. Persons were encouraged to participate in the program by: visiting homes, sending flyers home, placing posters in markets and neighborhood centers, having children advertise the program in the neighborhood,

telephone calls, and a mother in the community was used to advertise and recruit participants.

8. The teaching staff consisted of teachers, aides and volunteers working together to train children and adults in the following programs.

a. Tots: Continuing the "Tots Hour" for children under the age of four to develop their listening skills, the following of directions, and for their social development. Tots retold stories that they had heard and created stories, puppetry games, and plays of trips they had taken.

b. Juniors and intermediates: Reading and creative dramatics, arts and crafts, and physical fitness to develop their social growth and pride in accomplishment.

c. Sewing for girls: Garment making for the 12-14 age level. This class was directed by a teacher of sewing and met every day for four hours.

d. Boys: This group of boys, known as "Earl's Boys" and "The Bell Tones", took pride in being identified with their leader, a neighborhood youth who was a paid employee for the summer. The leader could communicate with these boys and therefore, was able to give positive direction. Through his efforts there was very little disturbance from boys in the Maury Community this past summer.

e. Adults: Parents, their children, and neighbors participated in the following: A tour of Washington for cultural identification; a tour of the Zoo and the Story Book Center; and two trips to Middletown, Virginia, as guests of the Garrick Players.

Demonstrations: Every Friday, from 11 a.m. to 12 noon, parents and children were invited to a "show and tell" hour to learn about the activities of the previous week.

Storytelling Hour: The Children's Division of the Northeast Branch Public Library continued to provide storytelling sessions and exploring books on Tuesdays during the summer. This was an extension of the Tots Hour Program.

E. Results

1. Listening skills of participating children and adults appeared to have improved.

2. Parents and children developed a certain independence.

3. Children began to extend themselves beyond home.

4. Social development showed extensive growth.

5. Verbal skills of parents and children showed growth.

6. Children learned skills in playing and getting along together.

7. Reading skills were developed and improved.

8. There was an appreciation of working and being with some person other than the family.

9. Skill was exhibited in sewing.

10. People learned to live and work together in their community.

11. Enrollment in the program increased.

12. The Director felt that, while the objectives were never completely met, progress leading to positive growth and attitudes was evident.

13. The Director further stated, "We believe that some of the objectives have been met to some extent during the summer period. Whatever has been effective is due to the response of individual parents and the resources from cooperating agencies." The cooperating agencies included the U.P.O. Community Organization, the Near Northeast Community Improvement Corporation, the Federal Extension Service, the Boys Club of Greater Washington (Northeast Branch) and the Freedom School.

F. Major Strengths

1. Children received a program of instruction for four hours every day.

2. A free lunch was provided for all who desired it.

3. Field trips giving children and adults a number of experiences were provided.

4. Children and parents were taught crafts, music, and creative drama.

5. The Director demonstrated to participants that someone really cared about them.

6. Sewing was taught.

7. Jobs were provided for teenagers and some mothers.

G. Problems Encountered

1. There were insufficient funds.

2. The limitations of an essentially non-professional staff made it difficult to provide some experiences that the Director wanted included.

3. Buses were frequently late.

4. There was a lack of appropriate space.

H. Recommendations

1. Funding should be done early enough to enable more effective program planning.

2. More professional employees should be employed in the program.

3. More effective methods of measuring the goals of a summer community program should be developed. Objectives should be stated more clearly.

4. A provision for the systematic follow-up of participants should be made.

5. Program needs should be more clearly defined in advance so that more effective use can be made of available space.

6. People should be encouraged to visit the community-school program so that all may acquire a real concern and "feel" for a community school.

CHAPTER 19
MORGAN COMMUNITY SUMMER SCHOOL PROGRAM

A. Background

1. Director(s): Mr. James Campbell

2. Location of Project: The Morgan Community School, 1773 California Street, N.W.

3. Date Begun: June 23, 1969 Date Completed: August 1, 1969

4. Number and Type of Participants:

83 Students
5 Teachers (2 language arts, 1 social studies, 1 science, 1 math)
2 Community Interns
2 Volunteers

5. Cost: $5,000 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $60.00

B. Purpose

The primary purpose of the program was to provide continuity of educational, cultural and recreational activities for youth served by the Morgan Community School. Its intention was to create a total atmosphere which would contribute to a more effective student performance during the regular academic year.

C. Objectives

1. To help students perform better during the regular school year by overcoming some of their learning problems during the summer.

2. To provide children of the community with summer recreational activities.

3. To develop effective and meaningful relationships among students, parents and school personnel.

4. To provide an opportunity for teachers, interns, para-professionals, and community members to cooperate for the solution of educational problems.

D. Description and Procedures

The summer program at the Morgan Community School provided approximately 83 students with an opportunity designed to help them overcome selected learning problems encountered during the regular school year. The program sought to individualize instructions and to complement and modify the traditional classroom approach. Each student received instruction based on his individual needs in one of four content areas: language arts, mathematics, social studies or science. In addition to the instructional services, recreational and cultural programs were provided.

The program began each day at 9:00 a.m. and ended at 12:00 noon. Each child was given individualized instruction based on his strengths and weaknesses in the content areas of mathematics, language arts, social studies, or science. Lunch followed immediately and was served at Adams Elementary School. Afternoon schedules included activities at the Nature Center, summer program swimming pools, and other recreational facilities, as well as field trips and excursions run by the Interior Department. Selected evening programs were provided and included activities appropriate for adults as well as children.

E. Results

1. The objectives of the program were satisfactorily met. The children showed evidences of enjoying all aspects of the program. As the program continued through the summer many children who had initially demonstrated little interest, particularly in academic activities, showed evidence of developing a "stick-to-it" attitude which enabled them to complete their activities.

2. Children served by the Morgan Community School were provided with a healthy academic and recreational atmosphere for their summer activities as an alternative to "playing in the street."

3. Teachers had the opportunity to learn about new and innovative ways of handling classes in the curriculum workshop and had the chance to apply this knowledge in their work in the summer program.

F. Major Strengths

1. The youngsters had an opportunity to work with and be influenced by trained and interested adults in a way which was not ordinarily available to these young people.

2. The cooperation of such city agencies as the Department of Recreation and the Interior Department added significantly to the viability of the program.

G. Problems Encountered

There were no problems indicated by the Project Director.

H. Recommendations

1. Subsequent planning for the program should include greater emphasis on the use of community resources as the "learning center" for academic activities. Consequently less emphasis should be placed on the use of the traditional classroom.

2. Funds for the program should be allocated earlier in the year in order to permit greater time for planning.

CHAPTER 20
LOGAN COMMUNITY SUMMER SCHOOL PROGRAM

A. Background

1. Director(s): Mrs. Lydia Bowen, Director and Miss Elizabeth Deinzer, Assistant Director (Vista Volunteer)

2. Location of Project: Logan School

3. Date Begun: June 23, 1969 Date Completed: August 8, 1969

4. Number and Type of Participants:

697 Students
3 Teachers (paid by the District of Columbia)
2 Administrators (1 Vista Volunteer)
90 Adult Participants
5 Doctor Volunteers (Washington Hospital and Sanitarium, Takoma, Maryland)
8 Nurses
6 Adult Community Workers
4 Neighborhood Youth Corps
2 Community Junior Workers (private funds)
1 Food Manager
4 Youth Serves Youth (Pupil Personnel)
1 Pupil Personnel Worker
5 Adult Teaching Volunteers
- Salaries of 8 staff members paid from the District of Columbia Public School Funds.

5. Cost: $5,000 from the District of Columbia Public School Funds

6. Cost per pupil: Approximately $7.00

B. Purpose

The purpose of the Logan Summer Community School was to continue to provide services and training to the residents of the Logan Community. It was further held responsible for becoming the focal point of communications, planning, and implementation of the many programs to aid and motivate the community to serve its own needs.

C. Objectives

1. To further the interest of the community.

2. To widen children's interest in nature and other social and cultural activities.

3. To provide family experiences so that the whole family could have a basis for discussion.

4. To continue to provide a program whereby interest in the community would be held high.

5. To provide a Tot-Lot Program for two, three, and four year old children.

6. To provide a camping experience for as many children as possible.

D. Description and Procedures

"The Logan School Community Summer Project might be described by citing the philosophy of the Logan Community School. It is felt that this can be done because of the nature of the summer component of the community school concept. It is an extension rather than a new program. The philosophy has been stated in these terms. The community school assumes the responsibility for the total education of the community residents. The 'educational' concept must be expanded beyond the traditional academics to include the recreational, cultural, health (physical and mental), and social welfare needs of a given community. Hence, the emphasis is on 'community', rather than 'school'. A community school's concern must not be limited by age or interest; concern begins at the birth of a child and continues throughout the entire life of the individual. The program at Logan was established on this premise. Everyone was served who showed an interest in wanting instruction or training."[1]

1. Approximately 60 children, aged two, three and four, participated in the Tot-Lot program. There were three units with 15 to 20 children per unit.

2. The family field trips included 50 persons per trip. Several trips were taken which included the entire family.

3. There was a Pioneer Tent Camping experience for the boys held for one-week periods. Each week 30 children were taken on this excursion. Approximately 180 boys were served during the summer period.

4. The Audubon Society Day Camp held two one-week nature study trips (40 children) for boys and girls.

5. Twenty adults were served through the high school equivalency classes.

6. A small number of children were taught instrumental music.

7. Ten kindergarten children were tutored in preparation for first grade.

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[1]This entire paragraph is a direct quote from a member of the project staff.

8. A small number of persons participated in the browsing library. (Games, puzzles, records, et cetera, were available.)

9. A large number of persons received health care and physical examinations in the Logan Health Program.

10. Recruitment wasn't really necessary because these programs have been going on for years. People of the community knew about them since they are in and out of the schools all the time.

11. No formal training was provided for the participants of the program.

12. The staff included:

a. A Vista Volunteer

b. Six cottage mothers (community parents overseen by one professional.)

c. A pupil personnel worker

d. Physical education teacher

e. Cook for the campers

f. Two volunteer music teachers

g. Two community workers for the library

h. Volunteer professional teachers

i. Typing teacher

j. Clinic staffed by nurses and doctors who volunteered their time and service.

13. The staff was from the regular school.

E. Results

1. Teenagers had a place to come for organized recreational and learning activities.

2. A health center was provided for the community residents.

3. Library services were available for young children.

4. Tutorial experiences were provided for young children.

5. Family unity was established through trips and planned activities.

6. A spirit of cooperation was extended.

7. Many boys received camping experiences.

8. Working mothers had a place to leave their children.

9. The program as viewed by the interviewer seemed to be meeting its objectives. Recreation, education, training, health care, food and trips were provided.

F. Major Strengths

1. Free trips were provided for all participants.
2. Organized programs were made available.
3. Parental involvement was a planned component of the program.
4. Activities for all age groups were provided.
5. Many and varied activities were always available.
6. Experienced personnel were used in the program.
7. Hard working volunteers and a Vista Worker gave their services.

G. Problems Encountered

There was inadequate space.

H. Recommendations

Additional funds should be made available earlier if more effective planning is to be achieved.

PART THREE

OTHER ELEMENTARY AND SECONDARY EDUCATION PROGRAMS

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Webster Girls' School Summer Program 87

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OTHER ELEMENTARY AND SECONDARY EDUCATION PROGRAMS

The primary purpose for the design and support of these programs during the summer was to maintain continued educational opportunities for youngsters who have special needs.

The fundamental assumption underlying these programs is that all youngsters, including those with severe social and/or academic problems and those who because of employment are no longer able to attend school during the regular school hours, should be provided with adequate opportunities to obtain specialized help and/or continue their education.

As indicated in the Preface, these programs are only generally described in this document as they are operated with other funding from the school system and are described in greater detail elsewhere.

Each program is summarized in the order in which it appears below:

1. Spingarn STAY Summer School (STAY Program to Rehabilitate Dropouts)
2. Webster Girls' School Summer Program
3. Fryeburg Summer Scholarship for the Handicapped

CHAPTER 21
SPINGARN STAY SUMMER SCHOOL
(STAY PROGRAM TO REHABILITATE DROPOUTS)

The primary purpose of the STAY (School to Aid Youth) program is to help rehabilitate students between the ages of 16 and 21 who have dropped out of school in grades 9 through 12. The program is designed to provide a way for students to return to regular school programs and to assist them in readjusting to the routine of school. With improved achievement, and punctual and regular attendance in the STAY program, individual students are recommended to return to their regular school at the grade level for which they are best suited. Students unable to return to their regular school program, could complete the academic requirements for a diploma and graduate from the STAY program. The curriculum at STAY includes all courses required to earn a high school diploma and are so arranged that a student can earn, in one semester, the number of units normally earned in a regular school year (two semesters).

One hundred and eighty-four students were served in the Spingarn STAY Summer School (83 boys and 101 girls).

The staff included: 1 Principal
1 Assistant Principal
10 Teachers

CHAPTER 22
WEBSTER GIRLS' SCHOOL SUMMER PROGRAM

This program was designed to enable pregnant school-age girls to continue their education while awaiting delivery of their child and to encourage them to complete their high school education after the birth of the child. The six-week summer program was a continuation of the one offered during the regular school year.

The primary objectives of this program were:

1. To help the girls keep up in the required school curriculum while awaiting the birth of their child.

2. To provide visiting teachers for home instruction when the girls were unable to attend school because of illness.

3. To provide prenatal care and instructions.

4. To provide psychological help when necessary.

5. To provide social service help to the girls and their parents.

CHAPTER 23
FRYEBURG SUMMER SCHOLARSHIP FOR THE HANDICAPPED

The purpose of this project was to provide partial scholarships for students to attend special schools for the handicapped. Students in this program attended a camp-type special school away from the city (Fryeburg, Maine). This was a cooperative effort between parents, the Occupational Training Center, and the Department of Special Education of the District of Columbia Public Schools. Skill study offered in this program provided opportunities for remedial reading, vocabulary development, and other selected subject areas.

Two students were sent to Fryeburg, Maine; however, one of them returned after a week. Each had been provided $500 by the District of Columbia Schools. It was a partial scholarship in each case. The Fryeburg Home School allocated $450 for each of the students.

PART FOUR

SUMMARY AND CONCLUSIONS

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ELEMENTARY AND SECONDARY SCHOOL ENRICHMENT PROGRAMS

The main objective of the Elementary and Secondary School Enrichment Program was to create and/or expand academic and cultural opportunities for District of Columbia Public School students.

Approximately 1,235 students were given an opportunity to participate in a wide range of academic and cultural programs at an approximate cost to the District of Columbia Public Schools of $148,662. The average cost per student was about $120.00 of District of Columbia Public School funds.

A cost per pupil has been determined for each of the programs. However, one should be cautioned about using average per pupil cost as an index of the relative emphasis on or quality of a program. There are two primary reasons for this. The first centers around the fact that the nature of individual programs created unique demands for staff, facilities and resources and therefore required different initial appropriations. Secondly, it does not adequately reflect the private dollar contributions or the value to many programs of individual and institutional volunteers.

A more complete description of the 13 "enrichment" programs is found in Chapters One through Thirteen of this report. Each is reviewed in this section as it relates to the over-all objective.

Primary Summer School

The purpose of this program was two-fold. First, to teach reading skills; secondly, to provide experiences which would motivate children to express their own ideas about the things they know, thereby improving verbal communication and reading comprehension. The Project Director reported that the major activities of the program were accomplished. It should be noted that no analysis of pupil growth was attempted, and the results rest solely on subjective data gathered through interviews.

Georgetown University College Orientation Program

This program was designed to provide secondary students with skills and experiences that could lead to their admission and success in college. Though the results of the 1969 summer program in terms of those admitted to college are incomplete at this time, the majority of students who previously participated in the same program are in college and were reported as doing well. The program suggests that where intensive developmental work follows individual diagnosis, learning and performance problems can be solved.

Gonzaga Summer School Higher Achievement Project

This program was designed to provide inner-city junior high school youth, who were identified as under-achievers, with academic remediation and cultural experiences. A total of 52 boys from five schools participated in the program. Though no pre- or post-tests of achievement are available, considerable improvement was noted by the staff in the students' "increased desire to learn" and the improved quality of their study skills. The available evidence would suggest that individualized study together with personal attention resultes in positive changes in attitude and improved academic performance.

Pilot Project in Black Studies

This program was designed to provide Black youth with intensive exposure to selected aspects of Black culture and its related language study. Though designed to accomodate 340 students, a total of only 57 students completed the program. Employment obligations required many to leave prematurely. It was reported that by the end of the program students were developing an "awareness of self". It was recommended that more Black History and culture be taught in the regular school program, and that these opportunities be extended to White students.

St. Albans Scholarship International Seminar

This program was designed to provide senior high school youth with an intensive academic exposure to International Studies including Africa, Asia and the Middle East. A total of 24 District of Columbia students participated together with 22 other students from other sections of the Washington, D.C. Metropolitan area and the United States.

All students were reported to have successfully completed the program of studies.

Summer Art Workshop, Smithsonian Institute

This program was designed to provide elementary and secondary students with an extensive and intensive artistic and cultural experience. Sixty-two students from 31 District of Columbia Public Schools participated in the program, each receiving art instructions with selected art media and through field trips to art centers in the Washington Metropolitan area.

Objective performance criteria for these programs were unavailable. However, there were two broad and generally agreed-upon conclusions. First, these youngsters had valuable experiences that they had not had before and which they would not likely get in the regular school program. Secondly, many students were identified by the staff as having developed "art sensitivity".

Summer Middle School, Trinity College

The purpose of this program was two-fold. First, to provide the 60 elementary and secondary students with remedial/enrichment instructions in language arts, mathematics and American History (emphasis on Black Culture); and second, to bring together teachers and students from various communities in the Washington, D.C. area in order to provide students with opportunities to become familiar with selected aspects of other cultures. While there were no objective measures of student achievement for purposes of analysis in this report, the project staff reported that the major objective of intercultural experiences was accomplished.

Urban Seminar, The Potomac School for Boys

The purpose of this seminar was to bring junior high school boys from several communities in the Washington Metropolitan area together for a study of the urban community. Ten boys from the District of Columbia Public Junior High Schools spent six weeks with boys from other public and private schools studying Washington, D.C.

The Project Directors agreed that the heterogenous student population, and the field trip experiences with urban problems provided these youngsters with bases for a responsible interpretation of and involvement with urban living.

Summer Vocational Orientation Program

The purpose of this program was to provide junior high and tenth grade senior high school students with an exposure to a variety of vocational opportunities through direct manipulative experiences and field trips. It was intended that the 339 participating boys and girls should get this experience "early enough" in their high school career to be able to focus on a vocational choice and more clearly comprehend the need for an academic background and saleable skills which could be obtained by completing their regular school program. The Directors were satisfied that the students did have valuable experiences and that the major objectives of the program were accomplished.

Urban Journalism Summer Program

This program was designed to provide senior high students with skill training and related experiences in journalism. The 20 participating students were given guidance and direction regarding how to make astute observations, how to identify and filter out the most salient dimensions of the events and activities which they observed, and how to take rapid and cogent notes for translation into comprehensive and interesting articles for publication.

The result was a product, "The Rapper," published July 11, 1969, which can be obtained from the Project Director. It was recommended that the program be extended to operate on a year round basis. Specifically, funds should be made available so that similarly talented students could have an opportunity to meet each Saturday and/or during the school week as appropriate to gain valuable journalistic and other skills leading to university admission and meaningful employment.

Urban Studies Program, The Western High School

The program was designed to bring together urban and suburban youth to examine critical issues and problems of the urban community. The 81 District of Columbia and 15 Montgomery County youth were given both classroom and field experiences in problems related to the urban community. Though no objective attitudinal or achievement measures were available for purposes of analysis, the Directors and students seemed to feel that the combination of "interfacing" with those from other cultures together with the orderly consideration of basic problems was an exceedingly valuable experience.

Widening Horizon's Tours for Teens (Summer)

This program was to provide urban secondary school youth with experiences to broaden their view of cultural and vocational opportunities in the Washington Metropolitan area. In cooperation with the Urban Service Corps, approximately 8,000 students were taken on a variety of field trips. They were provided with experience in making out job applications and taking qualifying tests as well as classroom practice in role playing for acquiring jobs.

It was agreed among the Project Directors that the students gained valuable experience, particularly as related to those skills requisite for admission to the job market.

Workshop for Careers in the Arts, The George Washington University

This program was designed to provide talented senior high students with skill training and exposure to the arts, particularly those students who because of limited economic resources were unable to gain meaningful experiences on their own. Unfortunately, only six students from the District of Columbia Public Schools participated in the program; however, the results of the program suggested an extremely valuable experience namely:

1. Students exhibited work at the Corcoran Gallery of Art.

2. Two students received $500 scholarships to St. Albans Repertory Theatre.

3. Two students received university scholarships in drama.

There were many other current rewards as well as some far reaching effects that students might live with for years to come. The Directors appeared most enthusiastic about student participation and expressed a great concern regarding how to locate funds to continue the program.

General Summary -- Elementary and Secondary School Enrichment Programs

The available evidence would suggest that all programs in the category of "Elementary and Secondary School Enrichment" were productive and rewarding experiences for those who participated. It would be inappropriate to attempt in this report to identify one or more programs as more or less successful than others. Each program had unique objectives, involved different groups of students, and was differently funded. What is certain, however, is that over 8,800 young people received opportunities and experiences which they had not received before and which they are not likely to get within the context of the regular school program as it currently exists. While individual project improvements are necessary, every effort should be made to continue and, indeed, expand these programs.

COMMUNITY-BASED EDUCATIONAL, CULTURAL AND RECREATIONAL PROGRAMS

There were two general objectives which these programs were designed to accomplish.

Objective 1. Each program was designed to provide specific remedial and enrichment activities, primarily for elementary school youngsters, and each was to provide activities for older youth and adults where participation warranted and where facilities and resources permitted.

Objective 2. Each program was to create a series of educational, cultural, and recreational centers in local neighborhoods throughout the city and to solicit the active participation and support of interested community members.

Approximately 2,106 students participated in activities at seven schools throughout the city at an approximate cost to the District of Columbia Public Schools of $54,859. The average cost per pupil was approximately $26.40.

A more complete description of each of the seven community-based summer projects is found in Chapters Fourteen through Twenty of this report. Each, however, will be briefly reviewed in this section as it relates to the two over-all objectives.

Although each of the community-based programs was uniquely characterized by such things as number of participating students and selected activities, they were essentially the same in terms of over-all scope, organization and programmatic offerings. Therefore, there is no necessity to restate the purposes and objectives of the individual programs here. Only the major results and conclusions will be highlighted in this section.

Bruce Community Summer School Program

One hundred and seventy-five students supported by eight teachers, 14 aides and three regular volunteers participated in the five-week program. The program staff indicated that the community participation and support was excellent. No recruitment problems were encountered as parents, recalling the program in previous years, readily volunteered their children. Parental participation, both in adult activities and in support of the programs for children, was considered the outstanding feature of the program.

Harrison Community Summer School Program

Five hundred and seventy-six students supported by 35 teachers, 36 aides, 13 parents and a number of other staff participated in the program. The program offered remedial and enrichment instructions to nearly 600 students and was further highlighted by the employment opportunities it offered to adults and youth in the community.

H. D. Cooke Community Summer School Program

Three hundred students supported by ten teachers and seven teacher aides participated in the six-week program. The program staff indicated they were generally satisfied with most aspects of the program particularly as they related to the enthusiastic participation of parents and other members of the community. It should be noted that the co-director was a parent from the community.

Garnet-Patterson Community Summer School Program

Eighty-seven students supported by six teachers, five aides and other professional and nonprofessional staff participated in the program. The project was highlighted by the fact that over 50 percent of the students in the school with failures in course work during the previous academic year and who indicated a desire for remedial work attended the program. The youngsters were given an opportunity to work in familiar surroundings with familiar teachers. The excellent rate of attendance was attributed to the opportunity to "walk" to school.

Maury Community Summer School Program

Approximately 188 students supported by five teachers and 11 aides participated in the project. Highlights of the project included programs in listening skills for preschoolers, reading and creative dramatics for juniors and intermediates, and combined student/parent field trips. Perhaps the most outstanding feature was a program for adolescent boys directed by a youth leader in the community. A noticeable reduction in "disturbances" occurred in the Maury community this past summer.

Morgan Community Summer School Program

Eighty-three students supported by five teachers, two community interns and two volunteers participated in the program. The emphasis during the morning hours was on academic/remedial instruction primarily concerning language arts, social studies, science and mathematics while the afternoon sessions concerned themselves with recreational and cultural activities. The staff of the Morgan Summer School recognized the relatively long history of community involvement and reported satisfaction with its level of support.

Logan Community Summer School Program

Almost 700 students supported by three teachers and 90 other professional and nonprofessional staff participated in the program. Relative to the other six community-based summer programs reported in this document, the Logan project served the greatest number of youngsters and was perhaps broadest in scope. This is largely a function of its continuing nature. It was highlighted by a program for "tiny-tots", ages two through four, a tutoring program for kindergarten students, camping activities for boys, and classes leading toward the completion of high school equivalence tests for twenty adults.

OTHER ELEMENTARY AND SECONDARY EDUCATION PROGRAMS

The overall objective of these programs was to make specific services available to youngsters in the District of Columbia Public Schools who have special needs. As indicated earlier in this report, detailed data regarding these programs are available elsewhere; hence, no further discussion is included here.

PART FIVE

IMMPLICATIONS AND RECOMMENDATIONS

IMPLICATIONS AND RECOMMENDATIONS

The individual program reports, with the exception of those labeled "Other Elementary and Secondary Education Programs", contain all the specific recommendations for each program. Only those recommendations which are for the most part common to all programs are listed below.

1. Virtually all Project Directors reported serious limitations in recruitment of students and staff and problems in over-all program planning and design. The delay in the initial approval of the programs was a result of the time at which the funds became available. Every effort should be made to move the funding date to a point earlier in the school year.

2. The development of more complete plans of action for all programs including clearly defined general and specific objectives is necessary. The absence of clearly formulated and stated objectives precludes systematic evaluation and, more importantly, prevents the gathering of information necessary for strengthening the programs.

3. It is recommended that guidelines be established for all summer program proposals. Specifically, each proposal should include an evaluation component explaining how important aspects of the program will be monitored and stating appropriate criteria against which relative success will be measured. For example, when academic remediation is central to the activities of the program, appropriate pre- and post-measures of student performance should be required.

4. Provision should be made for the development of more extensive follow-up systems to gather additional information regarding how individuals and groups were affected by their experiences in the summer programs.

5. Provisions should be made to increase the flexibility and autonomy of summer program administration and to cut "red tape" wherever possible. This is especially important because of the short time available for summer programs. Sometimes the operational capabilities of the Project Directors to carry out their program responsibilities were delayed and limited. For example, there were a number of problems in securing transportation for field trips and in the approval for employment of consultants who Project Directors identified as being uniquely able to help specific programs.

APPENDIX

SUMMER PROGRAMS NOT INCLUDED IN THIS REPORT

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In addition to the summer programs which have been included in this evaluation report, several programs were conducted during the summer of 1969 through the use of regular District of Columbia Public School funds. (They were not included in the $675,000 summer program appropriation.) These programs were:

1. D. C. Youth Chorale Music Program
2. N.A.S.A. Science Program
3. Pupil Personnel Services
4. Model School Division Summer Reading Institute (being evaluated by the Department of Research and Evaluation, District of Columbia Public Schools as a continuing project)
5. Smithsonian Pilot Program (use of museum exhibits in school programs)
6. Terrell Community Summer School Program.

Programs funded from sources other than the regular budget included the following:

1. Science Project (Intoduction to Our Environment)
2. D. C. Youth Symphony Orchestra Music Program
3. Summer School Driver Education
4. Anacostia Community School Projects
5. Summer Workshop for Community Reading Assistants
6. GED Program for Community Assistants
7. Sharpe Health School (Diagnostic Learning Center)
8. Severely Mentally Retarded
9. V.I.C. Program (Visiting Instruction Corps)
10. Project Head Start
11. Language Arts
12. Home Economics Workshop
13. Project Miligovis